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ABSTRACT

This report presents the proceedings of a 4-day institute attended by 82 individuals representing university personnel, state department of education personnel, and local school district personnel. Conducted in response to critical problems in vocational teacher education, the institute focused on ways to locate and prepare adequate numbers of teachers to work with urban disadvantaged youth. The general plan of attack adopted by the institute was to have each participant, with the help of the 19 consultants, develop a teacher training model appropriate for his own situation. To this end, the format of the program consisted of a series of formal presentations, a question-and-answer panel, small group work sessions, and a variety of evaluations of the proceedings. A major conclusion advanced by this institute was that the teacher education model needs to stress that the teacher is both a manager of resources and an effective specialist in a prescribed area. Among the more than 15 formal presentations were: "The Need for Flexible Instructional Systems" by Howard McFarm, and "Desirable Characteristics of Vocational-Technical Teachers for Metropolitan Areas" by Duane Nielsen. (Author/JS)

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FINAL REPORT

Institute VI

Project No. 9-0524
Grant No. OEG-0-9-150524-4520 (725)

IMPROVING PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN WESTERN METROPOLITAN AREAS

Part of
Short-Term Institutes for Inservice Training of
Professional Personnel Responsible for Vocational-
Technical Education in Western Metropolitan Areas

J. Clark Davis
Len L. Trout

University of Nevada
Reno, Nevada

May, 1971

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FINAL REPORT
Institute VI
Project No. 9-0524
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IMPROVING PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN METROPOLITAN AREAS:

A Short-Term Institute for In-service Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas

Conducted June 14-17, 1970 at the
University of Nevada, Reno

J. Clark Davis Director
Len L. Trout Co-Director
Research and Educational Planning Center
College of Education
University of Nevada
Reno, Nevada 89507

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Reno, Nevada

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FOREWORD

This report is the product of the deliberations of nearly 100 individuals involved in and dedicated to improving the preparation of professional personnel for vocational education in metropolitan areas. Over 30 resource persons provided inputs commensurate with their fields of expertise which represented business, industry, education, labor, government, and community. Thus was the major purpose of sensitizing this carefully selected group of key vocational education decision makers accomplished.

We wish to thank the participants and consultants for their efforts in making this Institute publication viable. Thanks are also extended to Dr. Robert Gilman, Associate Professor, College of Education, University of Nevada, Reno, Nevada, for his abstracting the various presentations for inclusion in the body of the publication and for his interpretation of the test data; to Mrs. Margaret Goodman, Computer Programmer, Research and Educational Planning Center, College of Education, University of Nevada, Reno, Nevada, for her ordering and organization of the data; to Dr. Duane L. Blake and Dr. G. Dale Gutcher, Department of Vocational Education, Colorado State University, Fort Collins, Colorado, for their support and direction.

J. Clark Davis Director
Len L. Trout Co-Director

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SUMMARY

General

This report presents the proceedings of a four day institute held at the Reno campus of the University of Nevada from June 14-17, 1970. The individuals who attended as participants consisted of academic vice-presidents, deans, department chairmen, and other university personnel; state department of education personnel; local school district members concerned with vocational-technical education; and other persons involved in approving, establishing, coordinating, supervising or monitoring policies, plans and/or programs for the recruitment, preparation and upgrading of vocational-technical teachers in metropolitan areas west of the Mississippi River.

Objectives

The Institute was conducted in response to critical problems currently being encountered in locating and preparing adequate numbers of vocational-technical instructional personnel who are fully qualified to work with urban disadvantaged youth in such a way that the latters' possibilities of obtaining meaningful and gainful employment can be increased. Thus, the major purpose of the program was to sensitize the carefully selected group of key vocational teacher education decision makers in attendance to this problem and to elicit from them substantive, long-term commitments to undertake desirable and feasible changes in presently inadequate vocational-technical instructional personnel preparation practices.

In order to accomplish this purpose, five specific objectives were established which served to structure the input of the consultants[1] as well as to guide the work of the participants:

1. Review national employment trends which influence vocational education personnel needs;

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[1] The 19 external consultants were chosen for their specialized knowledge in one of the following areas: relevant labor market requirements; needs and demands of specific urban minority groups; exemplary vocational-technical teacher education programs; or applicable Federal legislation.

2. Study vocational education provisions in current Federal legislation;

3. Examine procedures and content of exemplary pre-service and in-service preparation programs for vocational-technical personnel;

4. Develop models and strategies for improving vocational-technical education personnel preparation programs; and

5. Study vocational student characteristics in metropolitan area schools.

Procedures

The general plan of attack adopted by the Institute staff was designed to guide each participant in developing a teacher training model appropriate for his situation. He was to accomplish this task with the assistance of input from expert consultants and through interaction with his fellow participants. To this end, the format of the Institute consisted of a series of formal presentations, a question-and-answer panel, daily small group work sessions and final reports, and a variety of evaluations of the proceedings (individual pre-and post-institute instruments were administered and an assessment was presented by an officially designated evaluator). An unusual feature was an amplified telephone conference with Washington, D. C., in which Senator Howard Cannon of Nevada moderated a panel of congressmen who have been concerned with vocational-technical education and training legislation. The Congressmen answered questions posed by the Institute regarding national policies and priorities in this field.

Conclusions and Outcomes

The participants, as a result of their small group deliberations, reached a number of tentative conclusions which they believed should at least be considered in the construction of adequate vocational-technical teacher education models. In regard to objectives, it was felt that all academic, governmental and private groups and agencies effected should be involved in their formulation; that they should be stated behaviorally according to job classifications and include the effective and cognitive as well as the psychomotor domain, and that they should encompass such vital areas as determining future job requirements and the provision of in-service opportunities for currently employed teachers.

It was urged that efforts be intensified to explore possibilities for providing exposure to vocational concepts to all students, perhaps as early as the elementary school years. This, in turn, as was brought out by the Institute Evaluator, would require enlisting the knowledgeable support of all teachers, counselors, and supervisory personnel as part of a widely-based team effort.

The need for an experimental attitude and a flexible posture during this early stage of the development of modern teacher training programs was stressed, and many of the specific suggestions offered reflected this concern. In an attempt to arrive at arrangements appropriate to the needs of specific localities, the view was expressed that emphasis must be shifted from the current university system of hours and credits and directed toward the acquisition, however and wherever possible, of appropriate skills, attitudes and other competencies. As a part of this, the waving of rigid, formal course work requirements and the granting of credit for work experience by universities and state departments of education might assist in attracting badly-needed instructors from industry.

Within the university itself there is a need for greater coordination within and between departments and with industry (to provide skill training) in the preparation of vocational-technical teachers. It would be desirable for each institution or agency to have its own organizational model which can serve as a tool for initiating, monitoring, and sustaining change. It is especially important that the vocational-technical teacher candidate not feel that he is a second-class student on a college campus. For a variety of reasons, it would also be advantageous for universities not located near metropolitan centers to have an "umbilical cord" connecting them with the inner cities.

It was concluded that a teacher education model needs to stress that the teacher is both a manager of resources and an effective specialist in a prescribed area. Both in pre-service and in-service training the instructor should be prepared to respond positively to a wide range of ability levels, sub-cultures, organizational structures, and motivational levels. Perhaps periodic live-in experiences with representatives of various sub-cultures would also help to increase teacher effectiveness with inner-city youngsters. Above all, the model must be student-rather than administration-oriented.

While the real impact of the proceedings upon vocational-technical teacher training programs will, of course, not be known until the decision maker participants have had sufficient time to stimulate changes such as those which they discussed at the Institute in their respective metropolitan programs. On the basis of their favorable evaluation of the program it is apparent that they were sensitized to the imperative need for initiating substantive, fundamental changes in current vocational-technical teacher education practices in response to the rapidly increasing demands of Government, business and industry, minority group leaders, and American society in general. It also seems likely that constructive action will soon follow.

CHAPTER I

INTRODUCTION

The Problem, Situation, and Purpose of the Institute

The central role played by the teacher in the provision of functional vocational-technical education and training for disadvantaged American youth in metropolitan settings has been widely commented on, especially in recent years. At the same time, it has been commonly lamented that in the crucible of complex and frustrating inner city pressures the instructor's background in a wide variety of relevant fields has too often proved to be inadequate to meet the challenging task of preparing socially and economically deprived youth for meaningful and gainful employment. Thus, it is rather surprising to discover that a commensurate amount of attention has not been devoted to the study, preparation and implementation of professional teacher preparation programs adequate in nature, scope, and quality to meet these urgent needs.

As part of an early but substantial effort by the United States Office of Education to ameliorate this critical unfavorable situation, the Research and Educational Planning Center (REPC) of the University of Nevada, Reno, in mid-June, 1970 offered a short-term institute designed to elicit, from a carefully selected group of key vocational teacher education decision makers representing major metropolitan areas west of the Mississippi River, substantive long-term commitments to undertake desirable and feasible changes in presently inadequate vocational-technical instructional personnel preparation practices. The Nevada Institute was part of a series of ten institutes, each devoted to a different aspect of the development of vocational-technical educational services in the twenty-five largest metropolitan areas (with the exception of St. Paul and East St. Louis) west of the Mississippi River. The overall project was coordinated by the Department of Vocational Education, Colorado State University, Fort Collins.

Objectives of the Institute

In order to accomplish the institute goals of improving preparation of professional personnel for vocational education in metropolitan areas, a number of specific objectives were established. They were:

1. A review of national employment trends which influence vocational education personnel needs.

2. A study of vocational education provisions and teacher training provisions in current Federal legislation.

3. An examination of procedures and content of exemplary pre-service and in-service preparation programs for vocational-technical personnel.

4. The development of models and strategies for improving vocational-technical education personnel preparation programs.

5. A study of vocational student characteristics in metropolitan area schools.

These objectives served to structure the input of the consultants as well as to guide the work of the university academic vice-presidents, deans, department chairmen, state vocational directors, local school district personnel, National Vocational Advisory Committee members and other vocational teacher education policy makers in attendance. (Appendix A lists by name, professional title, and office address the attendees and consultants of Institute VI.)

General Plan of the Institute

The REPC staff selected a model construction strategy as the most feasible means of achieving the above purpose and specific objectives within the limited amount of time available. In brief, the participants, organized into discussion groups, were provided at the beginning of the Institute with three divergent but traditional models for the preparation of vocational education teachers. Starting with these models, in the light of extensive subsequent inputs from consultants expert in the vital topics contained in the objectives, as well as in accordance with their own experiences and deliberations, they were to begin the process of developing a practical teacher preparation model or models appropriate for providing vocational-technical instructors with the knowledge, skills and other capabilities essential in assisting metropolitan youth to prepare for satisfactory occupational roles.

Principal Accomplishments

While the impact of the Institute upon vocational-technical teacher training programs will not be known in a definite sense until the decision-maker participants have had sufficient time to stimulate changes in their respective programs on the basis of initial feedbacks, it is reasonable to assume that, at a minimum, the attendees were sensitized to the unavoidability of initiating substantive, fundamental changes in current vocational-technical teacher education practices if this area of urban education is to respond in any adequate sense to the rapidly increasing demands placed upon it by Government, the private business sector, minority group leaders, and American society in general. Further, the participants, as was reflected in their concluding committee reports, rejected rigid teacher education models and, in their stead, expressed an awareness and understanding of the need for extensive team work and the employment of an extremely flexible, "open-minded" approach tailored to the differing needs of each particular metropolitan education and training situation. One indication of the latter point was an expression of willingness, at least on the part of some participants, to modify or even to eliminate certain teacher certification requirements in the interests of recruiting instructors with lesser formal educational backgrounds, but with capabilities uniquely appropriate for teaching effectively in specific urban settings.

CHAPTER II

METHODS AND PROCEDURES

Selection and Invitation of Participants

Institute VI was conducted as one part of a larger Federally-financed project entitled "Short-Term Institutes for In-service Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas," under the supervision of a multiple Institutes project staff directed by Dr. Duane L. Blake and Dr. G. Dale Gutcher of the Department of Vocational Education, Colorado State University. After personal visits to, or other contacts with, persons holding policy making positions in regard to the preparation of vocational-technical instructors in twenty-five major western metropolitan areas, the multiple Institute project directors prepared and submitted to the director of the Reno Institute a list of suggested participants.

In sending out the invitations, care was taken to achieve both scope and balance in the composition of the Institute. Thus, of the total of 95 attendees, five were academic vice presidents, 13 were deans, 12 were department chairmen, 19 were other university personnel involved in vocational education decision making, 17 were state personnel, and 25 were key local school district personnel. In addition, four other persons intimately involved in vocational technical teacher preparation attended as participants. They are listed in Appendix B.

Procedures

The format of the Institute consisted of a series of formal presentations, a question-and-answer panel, daily small-group work sessions and final reports, and a variety of evaluations which included individual pre- and post-institute instruments as well as an assessment report by the Institute evaluator. An unusual feature was an amplified telephone conference with Washington, D.C., in which Senator Howard Cannon of Nevada moderated a panel of U.S. senators and representatives who have been concerned with vocational-technical education and training legislation. The Congressmen answered questions regarding national policies and priorities posed by the Institute in this field.

The content of the Institute was organized around the general theme of "Direction for the Decade," which was pursued in terms of four major areas:

1. *Models for training vocational-technical teachers for metropolitan areas;*
2. *Who needs whom;*
3. *Federal funds and fences;*
4. *Participation, not passivity.*

The complete program is presented in Appendix C.

In order to facilitate involvement, interaction, and feedback, the participants were divided into three work-study groups. The composition of these groups is presented in Appendix D. Further, all participants were encouraged to play the simulated role of a person from a teacher training institution who would make policy decisions and recommendations concerning the training and education program for the preparation of vocational-technical teachers.

As noted earlier, at the beginning of the Institute three simulated traditional models for teacher training were presented. It was the task of the groups and of individuals within the groups to add to, delete or otherwise modify the models in response to input from the consultants and/or their interaction with other participants. Each group analyzed the input for that day (including responses of consultants to questions asked by participants) in light of its influence upon the scope and content of the teacher training models.

In summary, the procedure adopted by the Institute was designed to guide each participant in developing a teacher training model appropriate for his own situation. He was to accomplish this task through interaction with his fellow participants and with the assistance of input from expert consultants. Throughout the entire program the central concern of the REPC staff was that each attendee have received by the end of the Institute specific direction regarding the education and training demands inherent in the preparation of competent vocational-technical teachers for metropolitan areas.

CHAPTER III

RESUMÉ OF FORMAL PRESENTATIONS

KEYNOTE ADDRESS

Introduction to the Principal Concerns of the Institute

Dr. Calvin Dellefield
Executive Director
National Advisory Council on Vocational Education

The participants were challenged to reform current outmoded vocational teacher education practices, stating that if they did not do so, other agencies might well take over the education and training functions traditionally performed by vocational educators in the public schools. For example, the Department of Labor's current manpower program receives 14 Federal dollars for every Federal dollar assigned to vocational education.

The following problem areas were cited as confronting administrators seeking to modernize vocational teacher preparation programs:

1. There is no well-articulated theory of vocational-technical education that adequately explains, for example, the inter-relationships between the world of work and economic, political, educational, religious, and welfare institutions or the place of vocational education in the public and private sectors;

2. Current vocational programs are inadequate in such emerging occupational areas as transportation and communication, for which there are no teacher education programs;

3. Introduction to the world of work should start as early as nursery school, but not enough has been done to prepare elementary and secondary teachers to impart modern occupational skills and attitudes;

4. There is a need for greater integration of vocational and general education;

5. The occupational implications of the emerging revolution of women must be given greater emphasis in vocational education programs;

6. Traditional vocational education programs have been rural-oriented, and therefore must now be redesigned to include, for example, a wide range of occupational and attitudinal skills needed by the urban disadvantaged. In particular, there is an urgent need to provide in-service education for current vocational teachers in order to equip them to train the 80 percent of high school entrants who, it is predicted, will not graduate from college. In addition, vocational teachers-in-training must be selected for job competency and must be prepared to feel comfortable with members of all ethnic groups, to deal with inner-city problems, and to understand minority cultures (including related language problems); and

7. All teachers and administrators must be provided with more general information about jobs than in the past. Teachers must be trained to work in industrial as well as school settings, and business and industrial lay groups which exist in each state and at the national level should be utilized more fully.

In quantitative terms, also, great problems in vocational teacher education must be faced. For example, each year for the next five years an additional 35,000 vocational education teachers will be required.

Of special concern is the fact that high level administrators in universities, public schools and government who are not vocational educators have not been adequately prepared for these increasing responsibilities. He expressed the hope that perhaps the present conference, in providing an opportunity for a great variety of talk-level between vocational and non-vocational specialists, could begin the process of mounting a team effort capable of inaugurating major changes in vocational-technical teacher preparation at all levels.

MODELS FOR TRAINING VOCATIONAL TEACHERS FOR METROPOLITAN AREAS

Three Traditional Models for the Preparation of Teachers for Vocational Education[1]

Research Associate
Research and Educational Planning Center

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[1] The models and accompanying suggested discussion questions are contained in Appendix G.

Three models were presented to the participants solely for the purpose of providing a starting point for their subsequent development of more adequate vocational-technical teacher education designs. Dr. Davis pointed out that (1) each model contained general education, major field, and professional education requirements leading to secondary school certification, and (2) none of the models are particularly focused on the preparation of personnel for metropolitan areas.

In the first model, vocational education teachers are prepared in a college of arts and science; in the second, in a department of secondary education; and in the third model, in the college of the major field.

Dr. Davis also distributed materials dealing with vocational-technical educator personnel selection practices and standards, and the teacher preparation program presented by Institute VI participant, Dr. C. A. Bradley, and used by the Seattle Community College District.

WHO NEEDS WHOM

Introductory Remarks

Mr. Max M. Blackham
Chairman
Nevada State Vocational-Technical Advisory Council

The academic community, business and industry, and the nation as a whole have failed to train and prepare all Americans to earn and to live a good life. For example, the current national situation requires a 14 to one ratio of dollars for remedial versus preventive educational programs.

The business community, as customers and benefactors of the educational system, have failed to communicate their needs clearly enough to the latter, resulting in the existence of thousands of well-paying but unfilled technical positions in business and industry today. What is urgently needed is the combined commitment and expertise of the public sector, the private sector, and the academic community.

Remarks Concerning Vocational Education for the Black Community

Mr. James E. Hurt, Jr.
President
Vanguard Bond and Mortgage Company, St. Louis

America can and must make a massive national commitment to educate all disadvantaged youngsters. There is an especially urgent need to educate black youngsters. For example, if black capitalism is to succeed, black children will have to be educated and trained to fill many technical positions for which there are currently few or no adequately trained black personnel available. Yet today, only enough money is being spent to prove they can't be educated. Not allowed to fail, they are being pushed through the educational system and graduated without adequate job qualifications. *This is a horror.*

Rather, adequate sums of money should be invested to provide relevant education both for blacks and for poor whites (who in the inner cities share many of the same disadvantages and who, one day, may join forces with the blacks).

As one index of the scope of the problem, it was pointed out that in the next ten to twenty years every major city in America (with the possible exception of San Francisco and Los Angeles) is going to be controlled by the blacks. In mounting a massive educational effort to cope with this situation, everyone needs everyone else: the businessman needs the employee, the employee needs the educator and the educator needs the student.

The St. Louis work-study program might serve as an example of how these groups can work together. Youngsters receive formal education in the same industrial establishments in which they are gaining relevant vocational training. In a situation they can identify with, the students receive both adequate preparation to go on to college if they wish and powerful incentives to continue in the program in the form of weekly pay checks. Parents, who see and may receive a part of such tangible results, are thus also encouraged to keep their children in the program. As a result of these factors, the arrangement has been highly successful: in 1969 and 1970 there have not been any dropouts in 24 programs. Types of St. Louis business organizations which have participated include health insurance firms, department stores, banks, a publishing firm, the telephone company, a newspaper, and oil companies.

The Disadvantaged and Vocational Education: Participation and Benefits

Dr. William W. Stevenson
Assistant State Director
Division of Research, Planning and Evaluation
Oklahoma State Department
of Vocational and Technical Education

This study attempted to determine the effects of occupational training programs on disadvantaged students (including the physically handicapped) in the State of Oklahoma during the 1968-69 school year and in initial attempts to find employment immediately after graduation. Useable student characteristic data were obtained from 30,168 of 38,231 full-time students enrolled in public school occupational training in Oklahoma in 1968. Follow-up data were collected on 23,695 of these students in the fall of 1969; also during fall, 1969, benefit data were gathered from 4,851 graduates. As a result of this investigation, the following was discovered:

1. The percentage of culturally disadvantaged occupational enrollees and the percentage of physically handicapped occupational enrollees are higher than the percentage of culturally disadvantaged and physically handicapped in the Oklahoma population, while the reverse is true for economically disadvantaged enrollees.

2. The proportion of disadvantaged occupational students in secondary training is lower than the proportion of disadvantaged occupational students in post-high school training.

3. Program type has an influence on enrollment rates of the disadvantaged in occupational training.

4. The disadvantaged have a higher dropout rate in occupational training than the nondisadvantaged in all categories defined in this study with the exception of the physically handicapped, who have a lower dropout rate than the nonphysically handicapped.

5. Program type has an influence on dropout rates of the disadvantaged in occupational training.

6. Economic benefits received by the disadvantaged from occupational training are not significantly different from those received by the nondisadvantaged.

7. Salaries received by disadvantaged graduates of occupational training are not significantly different from those received by nondisadvantaged graduates.

8. Placement rates for disadvantaged graduates of occupational training are not significantly different from placement rates of nondisadvantaged graduates.

9. Disadvantaged graduates and nondisadvantaged graduates rate (in terms of employment benefits) their occupational training in approximately the same way.

On the basis of the overall finding of no significant difference in the economic benefits received by disadvantaged graduates and nondisadvantaged graduates of occupational training, it is assumed that if a disadvantaged student in Oklahoma completes his training, he has employment opportunities somewhat equal to those of nondisadvantaged graduates. The implication is that occupational training is one method of improving the economic opportunities of the disadvantaged. While this in no way means that the disadvantaged do not find opportunities in other forms of education, occupational training should be recognized as one meaningful alternative to academic or professional education.

A Preliminary Report on Institute II Entitled Updating the Process and Content of Teacher Education Courses to Reach Less Advantaged Adults in Metropolitan Areas

Dr. William W. Stevenson

Institute II, held March 8-20, 1970, in Oklahoma City, reached several conclusions. It was found that a major problem in the education of less-advantaged adults is the lack of awareness of their special problems on the part of teacher educators: the challenge to universities and teacher colleges is to make the changes necessary to produce a teacher who can effectively instruct the less-advantaged adult.

Alterations in the teacher education program will often meet substantial opposition from many sources. The opposition will come from both internal and external pressure groups. Even when the need for change is obvious, many obstacles must be negotiated. Examples of obstacles which may be encountered include:

1. A lack of awareness of the problem;
2. A lack of concern;
3. Resistance to change on the part of the institution's staff;
4. Difficulties involved in implementation;
5. Legal restrictions; and
6. Complacency of the public.

Sensitizing administrators to the need for change in teacher education programs is imperative. Since program changes usually require either their active or passive approval, some method must be devised to help them see the special problems of the less-advantaged. Confrontation between the less-advantaged and administrators is a very effective means of sensitizing.

Since teaching less-advantaged adults is different from teaching other groups, it is reasonable to claim that certification of teachers of less-advantaged adults should be different than certification of other teachers. Through the guidance of institutions and agencies involved, suitable certification requirements should be established.

Due to a lack of curricula which produce satisfactory teachers of less-advantaged adults, major changes are needed in most institutions. These changes should permeate the entire curriculum. History, humanities, social studies, etc. should reflect more than just the middle class culture. An introduction course and a methods course related to the needs of the less-advantaged adult should be incorporated in the professional preparation.

The incorporation of the services of a para-professional from a less-advantaged background in teacher preparation will provide illustrations and interpretations of attitudes, life styles, etc. from a less-advantaged viewpoint.

Only through an awareness of the needs of the less-advantaged adult and curriculum changes which reflect these needs will improvement of instruction for the less-advantaged adult become a reality.

The participants of the Institute on Disadvantaged Adults specifically requested that the following recommendations be transmitted to the present Institute (because it represents a group that can bring about changes in teacher education):

1. People who are attempting to bring about change in teacher education should be familiar with factors that impede such change.
2. Teacher educators should be sensitized to the needs of less-advantaged adults through direct-contact experiences.
3. An attempt should be made to utilize resource people such as AMIDS and leadership groups within the various cultures to involve the teacher education staff in the problems of the less-advantaged adult.
4. An attempt should be made to move toward certification of teachers of adults.
5. There should be special criteria for certification of occupational teachers.

6. The entire teacher education curriculum should be broadened to include the contributions of all sub-cultures.

7. A minimum of two courses concerned with teaching less-advantaged adults should be added to the teacher preparation curriculum.

8. Direct contact with the less-advantaged should be incorporated into teacher preparation experiences.

9. Effort should be made to use a *we* approach instead of an *us* and *them* approach in the preparation of instructors of the less-advantaged.

10. In-service training for teachers of less-advantaged adults should be established.

11. Para-professionals from less-advantaged environments should be used in the teacher training program to illustrate and interpret various experiences from other than middle class viewpoints.

Remarks Concerning Vocational Education for the Indian Community

Mr. Bruce Wilkie
Executive Director
National Congress of American Indians
Washington, D. C.

The Federal experience in providing vocational training to Indian peoples, although comprising the most important Government program directed to this minority group, has not been satisfactory, and is in great need of reform today. For example, as a part of the Eisenhower Administration policy to terminate as rapidly as possible Federal services to all tribes, large Indian populations were uprooted from their rural environments and relocated in large cities where vocational training services were available. However, because of a lack of adequate, realistic planning (including insufficient attention to English language problems) the program was a *monstrous failure.*

Today, in urban centers, Indian populations seem to be getting some value from Federal vocational training programs, but the emphasis is upon the skilled trades; neglected is the preparation of Indians for managerial or administrative positions. However, to reduce the brain drain away from the reservations (and thus increase the capability of Indians to manage their own affairs) the emphasis in training should be placed upon preparation for reservation-related jobs provided as close to home as possible. This is vital because the reservation will continue to be an important institution. Most of the Indian people in urban centers, for example, are working and saving their money for the time when they can retire and return to their reservations.

It is also essential that teachers in vocational training areas become more sensitive to and respectful of the backgrounds and needs of minority groups, including the long neglected Indian population. Further, they must be made aware of the unique qualities of a given minority group before they can work effectively with that group.

Remarks Concerning Vocational Education for the Spanish-Speaking Community

Mr. Eugene Gonzales
Associate Superintendent and Chief
Division of Instruction
California State Department of Education
Sacramento, California

As the California experience with several skill centers has demonstrated, it is important to involve as vocational instructors people who know about the local community, especially individuals who can identify the real leaders (e.g., those who can encourage their people to enter the training program, who will give assistance during difficult periods, who know how the training offered can be made attractive to local people, and the like). At times, a program outside an institutional setting, such as that developed by Spanish-speaking people in the East Bay Area of Northern California, can offer very effective training, partially because it makes the people coming into a nonaccredited program housed in makeshift facilities feel comfortable. Fancy buildings and well dressed instructors who don't live in their area can discourage or scare off disadvantaged or *culturally different* people. There is doubt that one can really make a clear cut distinction between economic and cultural levels. This is true because education must be provided in terms of *we* and *us*, not *you*, or worse, *your people*.

There are many problems to be solved in the area of vocational curricula and curricular materials. Simply painting the faces brown in *dried-up, outmoded, encrusted, and obsolete* materials has not made them appropriate for Spanish-speaking students. Vocational education needs to seek ideas from adult education courses and from courses for the disadvantaged *regular* secondary school student.

Communication problems also exist. It is perhaps best to start in Spanish in order to attract the students; however, one should not be afraid to switch to English at some point, because this is a step which must be taken if graduates are to survive in the larger English-speaking community. As a part of this, teachers can play useful roles as *link agents*. To facilitate the process, perhaps vocational teacher credential requirements should be modified to stress communication and teaching skills and abilities rather than the completion of so many hours of formal courses.

Principal Address

Honorable Rocco C. Siciliano
Under Secretary of Commerce
Washington, D. C.

Vocational educators must be very sensitive and keep pace with changes in the requirements of our society in order to insure that we will have a skilled work force able to build and service the requisite components of a rapidly advancing applied technology. The traditional insulation of educational institutions must be broken, and *business, industry and education must undertake a massive cooperative effort to develop a program of applied instruction.*

Perhaps the most crucial element today in the preparation of students for technological positions is the imparting of an appreciation of the free enterprise system in which, hopefully, they will wish to participate. As increasing numbers of young people become disenchanted with our system and, in particular, technical and *blue collar* positions, the image of the worker in American society must be changed accordingly if the current trend of decreasing interest in vocational-technical career fields is to be reversed.

One serious consequence of this negative trend could be a loss of pride in their work on the part of technical and blue collar workers which, in turn, could lead to a further reduction in the drawing power of manual occupations. If this does happen, ...*both our manpower and the quality of our workmanship will decline and give way to foreign incursion.*

The educational response must stress the involvement of vocational students in appreciating the part they can play in making positive, relevant contributions to a better society. This is especially true because earning potential is no longer a prime consideration for today's youth in the selection of a career field. Of critical importance to vocational educators is the fact that ...*pride of workmanship must be transmitted to the student along with the skills or it will not be transmitted at all.*

A second problem relevant to the concerns of vocational education is the preparation of racial minorities for employment. Under the auspices of the Nixon Administration there exists an Office of Minority Business Enterprise in the Department of Commerce. However, this program, designed to increase minority involvement in business ownership, has encountered its greatest difficulty in its most critical area; namely, the location of qualified or qualifiable personnel. A major reason for this is that American education has not provided our minorities with a basic preparation in the skills necessary to assume managerial and ownership positions in firms where technical skills are involved.

Educators and administrators of vocational education can help to correct this situation by undertaking a *massive recruitment program* designed to seek out minority students and develop ways for them to receive vocational education.

> *As a nation we can no longer tolerate the burden caused by the unemployment of persons because of a lack of necessary skills. An individual idled because of obsolete skills is an indictment of our educational process...Nor can we retain our dignity as a nation if a major portion of our populace is denied effective access to the mainstream of our economic life.*

FEDERAL FUNDS AND FENCES

Telephone Conference with National Legislators

Through the facilities of an amplified telephone conference a group of Congressmen in Washington responded directly to questions posed by the Institute dealing with Congressional views, expectances, and future plans in regard to improving vocational-technical teacher education programs designed to prepare instructors to work with the urban disadvantaged. The Congressmen (all with legislative experience in this field) who participated were: Senator Howard M. Cannon of Nevada (Panel Coordinator); Senator Warren G. Magnuson of Washington; Representative Peter N. Kyros of the First District, Maine; Representative Lloyd Meeds of the Second District, Washington; and Representative Roman C. Pucinski of the Eleventh District, Illinois. J. Clark Davis, Institute Director served as Moderator. The essence of their responses to the questions posed by the Institute follows:

MODERATOR: What effect will changes in the key people in HEW have upon vocational education and upon Fiscal Year 1971 funding?

SENATOR MAGNUSON: The changes were too late to affect Fiscal Year 1971; by September or October their effect (which will be extensive) upon Fiscal Year 1972 budget preparation will be known.

MODERATOR: What does Congress expect from university and/or teacher education institutes that are involved in the training of vocational education teachers?

SENATOR MAGNUSON: Effective leadership in bringing quality and excellence into vocational education at all levels is essential. The results obtained and the needs identified must then be communicated to Congress through each state's representatives.

MODERATOR: What is your reaction to the needs of the labor force and the need for a teacher force to support the employment needs of urban centers?

SENATOR CANNON: Instruction and training must be related to job opportunities. Educators should explore work-study programs in which a student receives part of his education on-the-job with pay. The latter may be the most important factor in keeping the student in training. The Government alone cannot support such training: the business community and educators must do this job.

MODERATOR: What is the university's role in training people to teach and work with metropolitan area vocational students?

CONGRESSMAN PUCINSKI: The universities will have to provide the leadership in developing curricula and realistic, meaningful training programs both for teachers and students. I consider vocational education so all-important in the next ten years that I have asked the President to appoint a vocational educator as the next Commissioner of Education, who could give emphasis, thrust and direction to assure that every youngster in this country graduates with a marketable skill. As one indication of the urgency of the need, by 1975 less than five percent of all jobs will be available to unskilled workers.

MODERATOR: Does EPDA, as a means of upgrading teacher education, warrant your future support?

CONGRESSMAN MEEDS: Generally yes. Congressional support caused the U. S. Office of Education this year for the first time to establish a sufficient number of courses for the educational development of vocational and technical administrators and teachers.

MODERATOR: What types of research programs in the total area of vocational teacher training do you support?

CONGRESSMAN MEEDS: Curriculum development, emphasizing the combination of vocational, technical and academic curricula is vital (for this reason, Congress established a separate category for curriculum development in the Vocational Education Act of 1968). It is fallacious to believe that vocational-technical students do not have skills in other areas, because they won't be good students in their specializations if they don't have academic skills as well. Counseling designed to inform youngsters of vocational-technical educational opportunities should start as early as the fourth grade, with more intensive counseling at the junior-senior level. One indication of the need to do so is the fact that about 80 percent of our funds are spent on academic education and 20 percent for vocational-technical education, just the reverse of actual employment requirements.

MODERATOR: What is the thinking of Congress regarding the way university teacher education institutes should develop (should the emphasis be on pre-vocational, vocational, terminal, or post-secondary)?

CONGRESSMAN KYROS: The 1968 Amendment to the Vocational Education Act emphasized the post-secondary level in providing graduate programs in vocational education at many universities. Recruitment is an important aspect of the EPDA program in order to insure that by 1975 the number of vocational education teachers will have increased from 124,000 in 1966 to approximately 260,000 in 1975.

MODERATOR: What is the best reasonable way to inform Congress of good programs in need of both financial and legislative support?

SENATOR MAGNUSON: As good work is done at the Federal, state, and local levels, the public will become aware of the programs and that the students can be absorbed when they complete training. As an indication of Federal support for excellent new programs, last year the Senate allocated 19 percent over the previous year's budget to adult vocational education.

MODERATOR: How can teachers best help the hard core unemployed? What obligation do the teacher training institutes have to train teachers to help these people?

SENATOR CANNON: Because the hard core unemployed are often underdogs, educators must seek them out and convince them that they need not be resigned to public dependence forever. Instructors must be prepared with a high degree of specialization to work with the unemployed. Planning agencies at the state level, charged with meeting the employment needs of the community, must be aware of labor requirements and then must designate areas of responsibility to educators in order to replace duplication of effort with better understanding of and through commitment to vocational-technical training areas.

MODERATOR: What is the national outlook regarding the training of people to teach in vocational programs? Is it necessary that training for teaching in urban and rural areas be different?

CONGRESSMAN PUCINSKI: Vast numbers of teachers will be required for training the hard core unemployed, especially since it has been shown that industry-sponsored training in factories for entry skills alone is unsatisfactory. Rather, professional technical education teachers who understand the totality of the program are required. Particularly important will be teachers who can address themselves to the role of women in the world of work. Both urban and rural vocational education is important; teachers will be required for post-secondary schools in both areas. The greatest single need during the next ten years will be for the training of technical-vocational counselors. Overall success will depend upon the kinds of counseling services (provided as early as the sixth grade) created for steering young people into a meaningful place in the American economy.

MODERATOR: What are the things which you feel have not been stressed in university or teacher training institutes that should have been in the preparation of vocational-technical teachers?

CONGRESSMAN KYROS: (1) The preparation of trade and industry teachers has been neglected; (2) no attention has been paid to the need for technical-vocational counselors; (3) the cooperative, work-education program (five or six years in duration) has been too lengthy; (4) there have been fragmentation and lack of support by the colleges and state departments of education regarding recruitment for technical education programs and teacher certification policies; (5) there is disagreement between state and local councils and Federal councils about who should bear the cost of this education; (6) vocational education should be elevated to its proper place in the academic community, especially since only 20 percent of high school graduates achieve a baccalaureate degree; the remainder must have some kind of post-secondary educational training.

Certain Generalizations Regarding the Disadvantaged

Mr. Donal (Mike) O'Callaghan
President, Research, Planning and Development, Inc.
Carson City, Nevada

Vocational educators must become more aware of how to use Federal, state and community programs already available to their students (e.g., those provided by the Concentrated Employment Program, Job Corps, Bureau of Indian Affairs, private firms, unions, state on-the-job training arrangements, Neighborhood Youth Corps). Vocational instructors, in their conferences, will also have to plan strategies for coping with problems arising from the lack of communication between agencies on all levels and among agencies on the same level.

Some governmental agencies may have failed the underprivileged partially because they, like the school systems, have not realized the importance which the youngsters attach to short-range goals. To students who have been living from day-to-day for years, short-range success is far more important than, for example, the possibilities of a future job. Thus Employment Security Offices have been perceived (e.g., by adult blacks in Reno) as worthless in obtaining employment.

The Job Corps, by excessively over-recruiting, raised long-range hopes which could not be fulfilled. It also erored in utilizing Employment Security to do the recruiting and in using the same kinds of teachers to work with the trainees whom *they'd already failed and been failed by.*

Vocational teachers being prepared to work in congested, metropolitan areas must learn a great deal about the underprivileged in general, and specific minority groups in particular. To be effective, the vocational educator must have an intimate knowledge of his student's cultural values (including his real fears and concerns), his home life, his community, his street life, his view of the school, his self-evaluation and his physical health (of which dietary habits form an important part). Such knowledge should be gained by living in the neighborhoods and experiencing the impact of the environment upon the student.

In regard to blacks, certain characteristics such as the following may be important to the vocational teacher: (1) black adolescents are physically rugged because the weak ones die in childhood; (2) they have street-sense and ability to organize, to survive and eventually to dominate their peers in training programs.

In regard to Spanish-speaking groups, particularly New York Puerto Ricans: (1) many are kind, gentle, wish to please and are more delicate physically than the blacks; (2) their language serves as a bond which provides cultural strength (hence, more bilingual instructors are needed); (3) they have a strong commitment to family ties; (4) they lack a strong desire to learn.

Poor rural whites living in urban settings (e.g., near Chicago): (1) have survived in greater numbers as recipients of health and welfare services unavailable to other groups, but are very weak physically and are uncoordinated; (2) have a deadly fear of blacks and browns.

American Indians: (1) have very strong cultural ties; (2) male members wish to assert their masculinity by doing man-type work; (3) have inner-strengths which should be used in their training; (4) must be oriented to a different concept of time in order to function in a non-Indian society.

For inner-city youngsters, cooperative vocational work-study programs, which keep them in school, seem to offer the greatest promise of success. Above all, class work should be practical; projects that produce something useful should be stressed.

A good example of such an approach is provided by the International Painters Union. During a one-year period with the Union (six months of basic education and six months of painting experience are provided) the youngster received one-half of the journeyman's scale, with opportunities for future standard advances if he should continue in the trade.

PARTICIPATION, NOT PASSIVITY

Demographic Factors

Mr. Harold Kuptzin
Chief of the Division of Job Market Analysis
Manpower Administration, U.S. Department of Labor
Washington, D.C.

Many current steps are being taken by the Government to improve the statistical base for vocational education planning. Operating under mandates in the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, the Government is moving increasingly to tie vocational education programs to changes in labor market conditions both at the national and local levels.

National figures released by the Bureau of Labor Statistics reveal that during the decade 1970-1980 there are going to be 3,500,000 more new jobs every year susceptible to being filled by youngsters. Since more than one-half of these jobs will be replacements, even in obsolete occupations, or those heavily affected by automation, there will be many job opportunities each year. Further, despite the dramatic growth in the 1960's of new jobs in the suburbs, the bulk of employment in the early 1970's (and perhaps through the whole decade) will be in terms of replacement of workers in the central city. Also of interest to vocational educators is the fact that although blue collar jobs may be growing less rapidly than technical and professional occupations, in terms of the number of job opportunities, they probably will account for as many of the total number as the professional and technical areas.

It is important now to go beyond such national statistics and develop a useable system of state and local information vital for vocational education planning. In cooperation with state employment services and the U. S. Office of Education, the Department of Labor has designed a comprehensive system for occupational information, consisting of four major components.

The first is a design to get state and local information on current employment by occupation. Data is unsatisfactory in this area (most still comes from the 1960 census), but a system is being planned to collect data from employers not only in terms of their total employees, but by occupation.

The second component seeks information on current demand, by occupation, in each of the major local areas in each state. At present, fairly representative information for about one-fifth of the job opportunities is obtained from the openings filed at public employment offices. There are plans, during the current Fiscal Year, to initiate a *job bank* system in the 55 largest metropolitan areas, consisting of day-to-day listings of all job opportunities filed with the employment services and any cooperating agencies. Also, a program is being initiated for the collection of job vacancy statistics (theoretically representing the total universe of all job openings) in some 18 metropolitan areas.

The third component focuses upon the collection of more detailed and comprehensive information which would permit projection, on an occupational basis, of labor demands in individual states and localities. The major emphasis today is being placed on a system related to a national industry occupational matrix released by the Bureau of Labor Statistics, which would yield a different occupational employment figure for each industry. It is believed that this system is usable in terms of expansion demands and replacement demands relating to death and retirement. However, yet to be developed are adequate means of gathering data on replacement demands related to industry and occupational mobility.

The fourth major component is a basic framework for developing information on labor supply by local areas and by states. However, little has been done in this area to date. Its importance lies in the fact that (1) many people who graduate from vocational education courses don't go into the occupations for which they are trained, and (2) there are many alternative sources of supply.

In addition to these components, the Department of Labor is working on a comprehensive occupational guidance program. Also, many state employment services (of which California's is especially noteworthy) have their own independent job guidance systems related to the DOT. Finally, the Bureau of Labor is developing lists of priority occupations, including those which have not declined extremely sharply during past recessions.

A key problem in implementing these plans is a lack of funds. Although the Vocational Education Amendments of 1968, Section 103, provided $5,000,000,000 for state and local projections, so far no funds have actually been appropriated to the Department of Labor.

Innovation in Administration

Dr. James Lipham
Professor, Educational Administration
University of Wisconsin
Madison, Wisconsin

Three teacher training program innovations which had been initially utilized with graduate students at the University of Wisconsin in educational administration who were preparing to work in urban disadvantaged areas. The first, a blocked time program, did away with typical course and credit requirements, and substituted a mini-course module involving as instructors educators and behavioral scientists in team-teaching and flexible-schedule arrangements. The second innovation involved the development of computer-based simulation training materials which will eventually permit students to receive the equivalent of a year's experience in three weeks. The third innovation was the use of a field station for on-the-job training in place of the typical student teacher practicum. Half of the intern's time was spent in a school system and the other half was devoted to working with a community agency, business, industry, labor union or other group.

The Need for Flexible Instructional Systems

Dr. Howard McFann
Director of Division No. 3
Human Resources Research Organization (HumRRO)
Presidio of Monterey, California

The importance of teaching vocational instructors how to develop flexible instructional systems appropriate for working with disadvantaged youngsters needs to be stressed. The formulation of student performance objectives constitutes the important first step in the process. Second, the employment of a functional approach should be encouraged because in teaching low-ability students, the organization of material in a sequence that is relevant to the background of the learners is critical. Theory and basic skills remediation should be introduced when needed within the context of a meaningful task-problem approach; by working on specific jobs which he is capable of mastering, the youngster can appreciate the relevance of what he is learning. Knowledge of successful completion of a task is very reinforcing to him.

In designing materials it is important to insure that they are not too complex or advanced for the students concerned and that provision is made for individualization of instruction and self-pacing rather than adherence to fixed blocks of time. If nonreading students have developed aversions to the printed page, oral communication can be used effectively.

One specific technique found to be successful is peer instruction. A disadvantaged student who has just mastered a process can often teach it to his peers in less time than a regular instructor: competitive, motivational levels are raised and the threat of the teacher as an authority figure is reduced. Contingency management, which is based upon individualized distribution of rewards for learning in accordance with what is important to each student, can also achieve good results.

Present day evaluation procedures must be revised. Contrary to current practices, they should be based upon absolute rather than normative criteria, so that an accurate determination can be made of how well the terminal course objectives have been accomplished. They should also be centered upon performance, and should not be based on paper-and-pencil tests. A neglected area of the evaluation process is a determination of the student's level of achievement when he enters the program, possibly because ...*we haven't decided yet what we want to achieve eventually.* Finally, the teacher's role must be modified. Because he is a very inefficient imparter of information, he should concentrate upon organizing the learning situation, developing courses, diagnosing learning problems, counseling students, and performing other vital functions related to the process of learning.

EFFECTIVE TRAINING OF VOCATIONAL TEACHERS

The Residential School: A Training Ground for Vocational Teachers

Dean Wayne W. Miller, Director and Dean
Oklahoma State University's School of Technical Training
Okmulgee, Oklahoma

Oklahoma State Tech, currently unique in its acceptance into post-secondary terminal vocational-technical studies of high school and elementary school dropouts who have attained an age of 17½ years, could serve as a model institution for the preparation of vocational-technical teachers as well as for changing of general attitudes toward vocational education in a number of ways:

1. Certain qualified graduates from such a program, who have received intensive skill training, related theory and general education subject work for six, sixteen-week trimesters in an atmosphere highly conducive to realistic vocational-skill development, could be admitted into the junior year of current teacher education programs as transfer students. Because of their high level of industrial knowledge and proficiency gained on the latest equipment in realistic industrial settings, Dean Miller believes that these candidates could become excellent instructors.

2. Residential vocational-technical education schools could also provide a systematic program of needed practical practice teaching.

3. The better qualified teachers trained in such institutions would increase vocational-technical education enrollments, thus generally strengthening this area of the teaching profession.

4. Counselors, general students, and non-vocational teachers, after visiting a successful residential vocational-technical school, might help reverse presently negative attitudes toward vocational education.

Persons interested in residential vocational education may obtain further information by requesting from their Regional HEW Director copies of the three booklets prepared for Project No. 9-7003.

Desirable Characteristics of Vocational-Technical Teachers for Metropolitan Areas

Dr. Duane Nielsen, Chief
Organization and Administrative Studies Branch
Division of Comprehensive and Vocational Education Research
U. S. Office of Education
Washington, D. C.

Racial unrest, violence, and unemployment in inner cities have their roots in those programs for which you are partly responsible. This is to stress the critical importance of the tasks ahead. One index of the gravity of the need for superior metropolitan area vocational education programs staffed by excellent teachers is the fact that American schools have failed to educate to the level of adequate employability nearly 25 percent of our youth who reach 18 years of age.

Fortunately, there is now available for use in the preparation of vocational education personnel a body of knowledge about teachers and teaching in metropolitan areas, and there are additional studies currently being undertaken, such as the one directed by Dr. Robert Taylor at Ohio State University. This project seeks to determine the common and unique elements of vocational teacher education and to arrive at a model curriculum for vocational-technical teacher preparation.

Based on what we now know, the following can be cited as desirable characteristics of vocational-technical instructors for metropolitan areas:

1. Technical competence in the vocational area instructed and knowledge of related career fields. Teachers need to learn about careers, including the cluster concept, so that students can improve their potential for employment before they complete various segments of the training program.

2. The ability to teach. Inner city children need teachers who will make every minute count toward achieving an identifiable goal that will permit them to get hold of a decent job. Successful teachers accept the concept that each occupational training laboratory experience provides many avenues leading to gainful employment. To this end, while not ignoring the need for a minimal amount of reading, they focus on a wide variety of activities which appeal to their action-oriented students.

   > *Inner city teachers must provide a calm place, a businesslike learning situation, that appeals to the strengths rather than to the weaknesses of the individual...Sarcasm, disciplining the student in front of his classmates, and punishment can make a shop or a classroom a hated location.*

3. Good mental and physical health. Teachers not possessing this attribute will be unable to help in their student's socialization problems and may, in fact, compound them.

   > *We need teachers who have learned to cope with many crises, who are relatively secure and will suffer setbacks without loss of dignity, integrity, respect or, particularly, without loss of behavioral control in the learning environment.*

4. Positive attitudes, faith, compassion, sensitivity, and the capacity to love and be loved.

> *Inner city children whose lives and school careers are histories of failures react most favorably when they are accepted and valued as people...the teacher's faith in the student's ability to master the work is essential to both the learner's and the teacher's success....*
>
> *The teacher's [positive] attitude influences his own and the student's behavior when...he extends himself to make it [mastery] happen...[and] holds himself responsible if it doesn't occur.*

5. Knowledge of the larger society of which they are a part and of the goals of their social institutions in the state.

6. Knowledge of and concern for deprived inner city environments, where it is not easy to teach.

> *...our schools in the large cities have lost many of their clients who are easiest to educate... children from economically comfortable middle class homes have been replaced largely by...children... whose motivation and educational skills are marginal. [They] bring to the schools the frustrations that result from ghetto life, street life, inferior housing, slum prices, unemployment, discrimination, and crime.*
>
> *We need teachers who are concerned with the community from which these youngsters and adults come and [who] know how to show this concern actively, in a participating way, so that there is a gut-level feeling of respect and acceptance.*
>
> *Pre-service and in-service training that will prepare vocational [education] personnel to function in [the above] manner is desperately needed if we are to achieve its promise--to help all people to earn a good living.*

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the input which had been presented and their own deliberations, on the final day of the Institute reporters for each of the three discussion groups presented a series of conclusions which had been reached by their respective group members in regard to factors which should be considered in the construction of functional models for the preparation of vocational-technical education teachers. As was pointed out at the time the reports were given, the following points do not necessarily represent the opinions of all of the participants (or even a consensus) in a given group. Full reports are presented in Appendix E.

"Purple" Group

Group Leader--Dr. Kal Gezi, Associate Professor of Education, Sacramento State College, Sacramento, California

1. Objectives for the preparation of vocational-technical educators should:

    a. be stated clearly, objectively, and behaviorally;

    b. involve all of the people engaged in teacher education (e.g. students, teachers in other university departments, community agencies, the business community) instead of relegating their statement to vocational educators alone;

    c. stress providing teachers with skills needed for future job opportunities as well as training them for the current labor market. Leaders in vocational teacher education have the responsibility to assume the leadership and provide the research necessary to determine these future requirements;

    d. involve cooperative efforts in defining content in terms of the experiences needed to prepare for present and future employment;

    e. include a follow-up program on graduates;

    f. provide teachers with in-service opportunities for re-education in order to keep up with a changing job market.

2. Institute proceedings stimulated group members to raise a number of important questions which they believed should be considered in designing adequate vocational teacher education programs:

   a. What are the commonalities of vocational programs?

   b. Should teacher education be limited to preparation for specific, job-related competencies in the psychomotor domain, or should it go beyond these to include other skills in the affective and cognitive domains? For example, what is the significance of attitude formation in the process of doing a task, including the feeling that one is doing something important?

   c. Should [general] secondary education have as an objective preparing students for work?

   d. Should vocational education be started in elementary school? (Or should primary school children at least be taught the value of having a vocation?)

   e. Shouldn't there be a high degree of standardization of requirements in the various vocational education programs within the state and, hopefully, within the nation?

3. The traditional models presented at the beginning of the Institute were rejected as being too traditional. What is needed, in their place, are more flexible arrangements appropriate to the needs of specific communities, states, and society in general. The emphasis must be shifted from the current university system of semester hours and credits to arrangements which provide adequate time to acquire requisite skills.

4. Part work--part study programs should be explored, at least at the high school level.

5. There is a need to bring in directly from industry as teachers people who have been doing the tasks to be taught in the schools. It isn't sufficient for the teacher to tell people how to do things; he must demonstrate that he can do them also.

6. There should be a consideration of model learning, according to which theory the teacher himself is a model of the kinds of things he is telling his students to do.

7. Vocational teacher education decision makers should investigate the placement of vocational experiences within the structure of the university and determine who should do this task (e.g. a department of education, a coordinating council).

8. The vocational should not be separated from the academic. When this is done, a second-class citizenship is created on the campus for many people in vocational education.

9. A vocational teacher must not only be prepared to help teach about vocations, but he must also build [the positive] attitudes and feelings needed to be able to practice in that vocation.

10. Perhaps a contract method would be useful. This method is based on contracting faculty members in various fields to help in preparing prospective vocational educators with specific subject matter and other competencies which have been determined to be highly relevant to them. Also, instruction in some of the competencies and skills should be contracted for from the community, industry, and/or whoever might be a good source in helping to achieve the teacher training objectives. Figure presents a suggested model.

11. In regard to the degree of autonomy of the department of occupational teacher education, it was concluded that every college should use the model which has been or promises to be workable in its community (e.g. autonomous, an advisory group, within the state department of education).

"Green" Group

Subgroup I - General Considerations

Group Leader--Dr. Frank Hubert, Dean, College of Education, Texas A & M University, College Station, Texas

1. This subgroup also rejected the traditional models presented at the beginning of the Institute.

2. Whatever occupational teacher preparation model that is adopted should not be a barrier to change, but should facilitate it and should recognize the principle of individualization as it applies not only to the individual but to institutions.

3. The Paper presented by Dr. William Stevenson entitled, "Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas" contains much of the raw material from which practical models could be constructed.

Subgroup II - Suggestions for Change in University Programs

Group Leader--Dr. Paul Braden, Acting Director, School of Occupational and Adult Education, Oklahoma State University, Stillwater, Oklahoma

1. President Nixon, his advisers, the U.S. Department of Labor and other high-level agencies involved in vocational education have shown an increased willingness to make constructive changes in present practices; yet, unfortunately, many barriers to change still exist:
    a. People in critical college administrative positions may be primarily responsible for the lack of change. Presidents, deans, directors, department heads, and others are "...part of all of the punishments and all of the cycles that can really hurt you if you try to implement change."

    b. Indifference, fear, reverence for tradition, disagreement over what should be done, and lack of central coordination, communication and understanding across disciplinary and departmental lines in universities constitute other deterrents to change.

2. Each institution or agency should have its own unique organizational model which can serve as a tool for initiating, monitoring, and sustaining change.

3. In-service education should be emphasized: "The hundreds of thousands of teachers presently working in our system may be more important than the [relatively] few that we add to the supply every year."

4. It would be desirable for universities not located near metropolitan centers to have a module ("umbilical cord") connecting them with the inner cities. Then there could be, for example, interchanges between ghetto areas and the universities not only for developing new career ladders (e.g. teacher aides) but also for exchanges with teachers working in the classroom.

5. Vocational educators need a great sense of commitment to all of the people whom they serve as well as to one another.

6. There is a need for sufficient funding and increased pride in belonging to vocational education, as well as a need to share in R&D projects with other disciplines (partially to profit from relevant knowledge and experience accumulated in other areas).

7. A model for teacher education should emphasize that the teacher is the manager of resources. Both in pre-service

and in-service training he should be prepared to respond positively to a wide range of ability levels, subcultures, organizational structures, and motivation levels.

8. Even though he is a manager of resources, the vocational teacher must still be an effective specialist in a prescribed area of teaching.

9. Greater liaison with the people in general education and in professional specialization areas is desirable.

10. Vocational educators should have preparation in all three learning domains: psychomotor skills, the attitudinal area (which may be the most crucial), and the cognitive domain. In the latter, both individualized instruction and getting to know teacher trainees as individuals should be emphasized.

11. Live-in experiences should be provided: vocational teachers should live with representatives of subcultures periodically.

"Orange" Group

Group Leader--Mr. V. James Eardley, Director, The Adult Education Division, Reno, Nevada

Recorder--Mr. Alvin M. Sarchett, Coordinator of Vocational-Technical Teacher Education, Iowa State University, Ames, Iowa

1. As the central objective of the model, preparation of vocational instructors must provide in-depth skill and know-how so that their students will be able to enter and progress in the occupations for which training is provided.

2. The model must be student-oriented, not administration-oriented.

3. Different models must be developed for the preparation of each of these key high school personnel: administrators; supervisors and coordinators; instructors (actually several models are required for this group: e.g. for occupational skill development, occupational-specific information, and general information to be taught); vocational guidance workers.

4. A model for the post-high school level could perhaps be similar to that developed for the secondary school, but should make special provision for occupational analysis.

5. Guidelines essential in designing an adequate model include:

   a. Behavioral objectives must be determined according to job classification.

   b. Occupational competency (obtained outside and beyond the college or university framework) must be provided for. "Very few colleges are geared to prepare vocational teachers because they have not been concerned with teaching 'know-how' skills; most importantly, due to their system of giving credit, they are not properly adapted to recognizing previous work experience." While some states and universities have made a break-through in recognizing previous work experience for purposes of certification and credit, many more need to do so. One of the problems of granting credit for work experience is in developing adequate competency tests; however, a national program to develop such tests, under the direction of Tom Olivo, is now being undertaken.

   c. An evaluation must be made of the occupational experiences of all teachers, both pre- and in-service. Where needed, extension work, workshops, and "over-the-shoulder guidance" should become a part of the total program.

   d. A model for those teacher candidates without occupational competency should provide for obtaining cooperative industrial, occupational-industrial, or occupational experience in order to meet certification requirements.

   e. A model should emphasize what it will do for people instead of beginning with curriculum and materials. In accordance with this emphasis, many traditional courses will have to be condensed or removed when the overall time span is considered.

6. In regard to the models presented at the beginning of the Institute (See Appendix G-1), they:

   a. are not flexible and functional and are mainly for administrative purposes;

   b. do not define objectives or end products (e.g. they do not answer the question, "What competencies does a man need in order to fit into society and the world of work?");

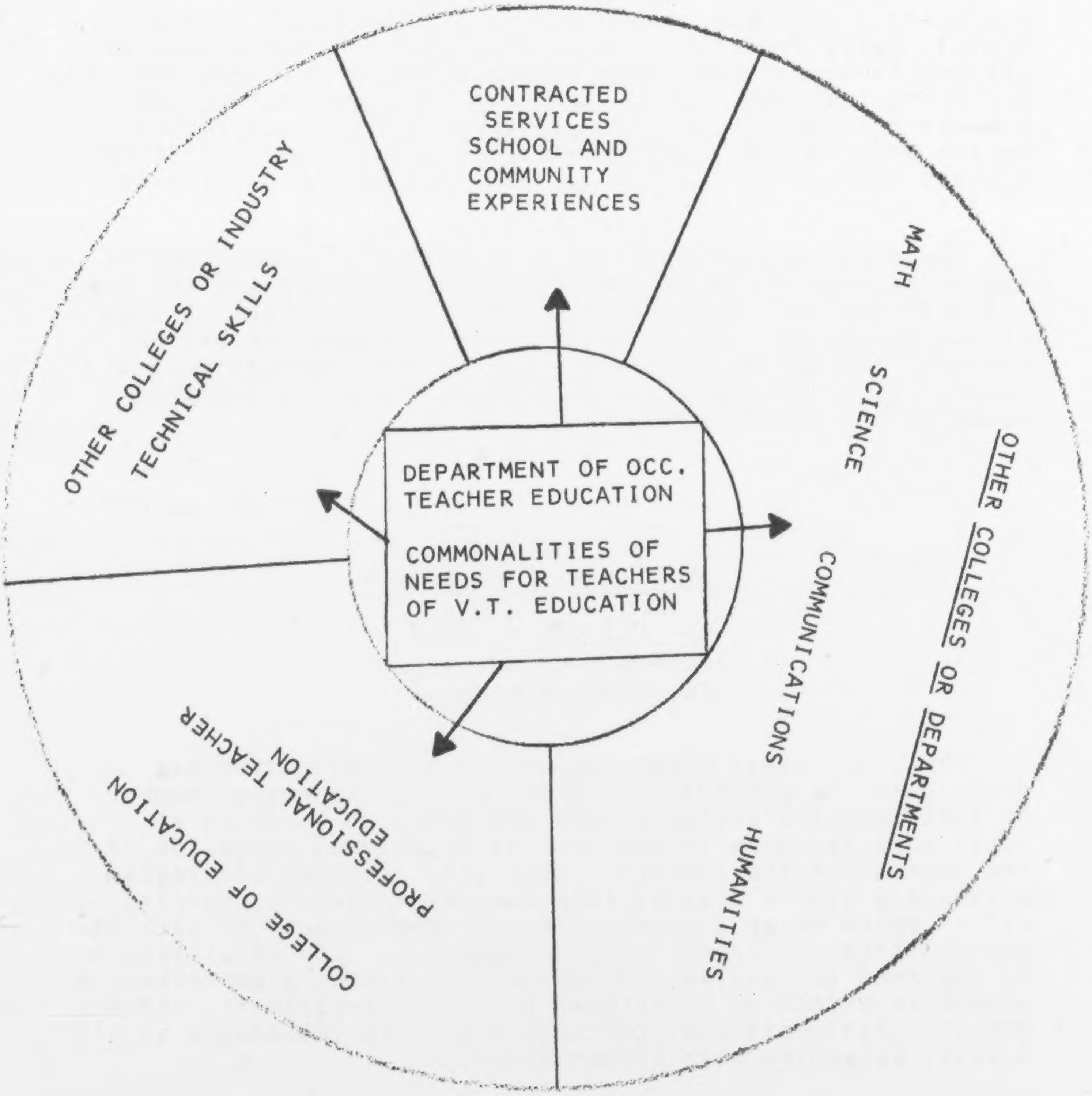
   c. do not provide for work experience;

d. do not allow for change, being "...designed to fit a set of fixed procedures, when employment--the real world of work--is fluid and constantly changing";

e. do not take into account teacher preparation provided by nonuniversity agencies (e.g. state agencies, school districts and, most vitally, industry);

f. do not acknowledge that cooperative efforts involving all relevant groups are essential.

Model for Contracting Vocational-Technical Teacher Education Services


CONTRACTED SERVICES SCHOOL AND COMMUNITY EXPERIENCES
OTHER COLLEGES OR INDUSTRY
TECHNICAL SKILLS
MATH
SCIENCE
COMMUNICATIONS
HUMANITIES
OTHER COLLEGES OR DEPARTMENTS
DEPARTMENT OF OCC. TEACHER EDUCATION
COMMONALITIES OF NEEDS FOR TEACHERS OF V.T. EDUCATION
PROFESSIONAL TEACHER EDUCATION
COLLEGE OF EDUCATION

Presented to the Institute by the "Purple" Discussion Group, June 17, 1970.

CHAPTER V

EVALUATION OF THE INSTITUTE

Methods of Evaluation

Both the content and the process of the Institute were evaluated. This was accomplished in three ways: (1) by informal, daily feedback; (2) by an officially designated Institute Evaluator who examined the principal content introduced and the themes which had been developed during the proceedings and, in addition, indicated future courses of action open to the participants; and (3) by a set of three process evaluation instruments provided by the co-director of the multiple Institute project.

The first method provided an avenue of instant communication between the participants on the one hand and the consultants and Institute staff members on the other; it also served the purpose of increasing the relevance of presentations, and at one point resulted in the organizing of a special panel of consultants to answer specific questions posed by the participants.[1]

EVALUATION OF THE INSTITUTE'S PRINCIPAL CONTENT AND THEMES

Implications for Action

Dr. William R. Odell
Professor of Education
Stanford University

The first broad theme concerning team effectiveness dealt with the preparation of the greatly increased number of instructional personnel who are going to be doing at least some teaching in the area of vocational education if new approaches are adopted. This vital concern of program developers can be divided into several important aspects, all of which share a common element--the success of each depends ultimately upon effective teamwork. One vital aspect is the need to involve all teachers in making a contribution toward an effective vocational education program if, indeed, constructive vocational concepts are to be introduced at all levels, beginning with kindergarten.

> *But you can't expect...results unless all teachers [general as well as vocational] have a better knowledge*

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[1] Appendix E, pp. 87.

of what it is they should be talking about in connection with attitudes [toward work] and in demonstrating their own attitudes in talking about occupational information where many of them have had very little contact, experience, or opportunity to learn.

In order to achieve their objective, it will be necessary to introduce a strong component of in-service development for teachers currently employed in the public schools as well as for all students enrolled in university teacher education programs. This would be difficult to accomplish under present teacher education arrangements, according to which vocational teacher educators have little effect upon the general education and major field components of the professional preparation program. Thus, a concerted effort should be made to gain more control over these elements and to exercise greater influence on them.

A second key aspect of team effectiveness is counseling at all levels--elementary, secondary, adult, and university. There needs to be a new kind of content in the counseling program both for counselors in-training and for those already serving as counselors. *A person cannot talk to others [about vocational programs] understandingly if he has no understanding.*

A third aspect concerns the need to revise the process for selecting those to be trained for vocational teaching itself. For example, there are people employed in business and industry who do not need to spend five years in a university learning how to teach. *Most vocational teachers would never be able to learn how to teach what these people can already teach automatically.* In the first place, if the latter are successful in their respective trades, they have already been screened for interest and competency, and in the second place, *they can talk the same language with those with whom they are working.*

A fourth aspect of the team enterprise is a requirement for greater concern about involvement with business and industry on the part of all programs designed to prepare these kinds of professional personnel: general teachers, counselors, and vocational teachers (both those from the trades and those who are preparing in a four- or five-year post-secondary program).

The second broad theme which ran through the Institute concerned the increasing importance being assigned by many groups to vocational education, which may thus be said to be just now coming into its own. Today, its importance is understood by business and industry, by minority groups, and by parents and students. Perhaps the most striking example at the Institute of this fact was Congressman Roman Pucinski's statement that the next Commissioner of Education should be a vocational education man. As a result, vocational education will also become important in general education. *Man cannot live by bread alone* may be modified to read *Man cannot live without bread either*. However, in order to meet the needs of general education as well as the demands of minority group representatives for relevancy, vocational education programs which were acceptable in the past will no longer be so.

Fortunately, there are signs that means will be available in helping to bring about desirable changes. People in industry are concerned, and should be utilized. Further, there is agreement that the need for change should be the concern of both general and vocational educators.

The implications for future courses of action indicate that the following questions should be the concern of vocational education policy makers:

1. Are they, in their program and staff, interested and involved in vocational education urban centers or not? If they are interested, they must have the dedication to attempt to implement an effective program to meet contemporary needs.

   > *The blacks and the Indians have said to us that it is not fair for the majority to talk about what should be done for minorities [but] we have always attempted to meet the needs of disadvantaged students. Groups now, however, are better organized, more demanding, and even more arrogant. We must be willing to deal with them and their problems or else we should stay out of that field.*

2. Is their goal urban, or rural, or both? Are they interested in training people for agriculture (which will continue to be important)?

3. How does one get students who will be successful as vocational teachers? Recruitment factors to consider include a belief in vocational education and its importance, capacity for development of skills to be transmitted, and empathy for those whom they will meet and teach (the latter is an essential ingredient in the understanding of youngsters).

4. How does one inculcate a broad understanding of other cultures in students who are going to teach the disadvantaged?

5. How can vocational education policy makers relate to change and turn to industry for student training while the students are still in school?

6. How do they ally others in the fields of teaching and counseling so that they may be more understanding of cooperation with vocational education?

7. How can they get people from the trades into teaching and effectively show other teachers that these specialists can be of help and contribute a great deal through their experience?

Finally, the vocational education decision makers in attendance were challenged to implement their plans for change. *Since we are vocational education oriented, why not undertake a truly vocational education oriented program geared to the task of developing our teachers in this area?*

Participants' Evaluation of the Institute

General

The participants were asked to complete three process evaluation instruments[2] prepared by Dr. John Coster, Director of the Center for Occupational Education, North Carolina State University. The purpose of these instruments was to provide comparable data concerning the process reactions of participants to each of the ten institutes in the Project. Forms 1 and 2 were administered twice (as pre- and post-tests.) Form 1 was a scale to measure attitudes toward vocational education; Form 2 was designed to measure (among other things) the participant's perception of himself as a change agent. Form 3, administered only at the conclusion of the Institute, was designed to give an indication of the participants' evaluation of the objectives, methods, procedures, and outcomes of the Reno Institute.

Limitations

This phase of the evaluation was limited by several factors which reduce its general utility: (1) Questionnaires were not completed by all participants, nor were those which were collected obtained on a randomized basis. Further, even among the 49 pairs of matched-by-individual questionnaires obtained from those distributed to the participants, two Form 2 post-tests and three Form 3 instruments were not returned; (2) A large number of items were not answered, especially on Form 2 and on Form 3; (3) For a few items calling for a single choice, multiple responses were erroneously given. For these reasons, obviously it is not possible to draw quantitatively sound inferences concerning such important matters as, for instance, differences in degree of attitude shift (if any) between the majority of the participants (who possessed educational backgrounds in vocational-technical fields) and the minority (comprised largely of vice-presidents, deans, and other college-level personnel) who apparently had not had any prior experience in vocational-technical areas. For example, of the 49 matched pairs, 40 had indicated backgrounds in one or more vocational or technical education fields and nine had indicated no prior vocational or technical education experiences.

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[2] Appendix F contains the instruments, instructions, and related information.

Therefore, on the basis of the data gathered, only a few very tentative findings, perhaps suggestive of areas worthy of further investigation, can be presented here.

Some Possible Institute-Induced Changes in Attitudes Toward Vocational Education (Form 1)[3]

In the following discussion, the responses of the 40 participants with vocational-technical backgrounds will be indicated as VTP (Vocational-Technical Personnel) and the responses of those nine individuals who indicated no experience in these fields will be indicated as NVTP (Non-Vocational-Technical Personnel). In general, while both groups exhibited strongly favorable attitudes toward vocational-technical education at the beginning as well as at the end of the Institute, there was a noticeable further increase in support for this kind of education in most areas.

More specifically, despite some discrepancies and omissions in both pre- and post-test responses which make interpretation difficult, many of the stated *before and after* differences in attitude were probably sufficiently marked to be attributable, at least in part, to the influence of the Institute. An extensive selection of specific items follows:

1. In response to the statement, *Vocational education is geared to the past* (Item #5), there was a definite shift from *strongly agree* and *agree* (the former category was voided) toward *disagree* and *strongly disagree* on the part of both VTP and NVTP. It may be that prior to the Institute some participants had not fully realized the modern emphasis of and attention being given to vocational-technical education today;

2. While both groups still expressed pronounced opposition at the end of the Institute to offering

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[3] See Appendix F-2.

vocational education only to students with low academic ability (Item #7), perhaps because of emphasis of the Institute upon urban disadvantaged youth, it was less intense; conversely, there was relatively less (although still strong) insistence that every high school graduate should be equipped with a salable skill (Item #12), especially among the VTP;

3. A significant number of NVTP shifted toward increased agreement (including two who had been *undecided* on the pre-test) in response to the statement: *Increased vocational education may be the answer to the problems of unemployment* (Item #13). Perhaps some members of this group had not previously been aware of the variety of jobs for which the schools can conceivably prepare students;

4. Perhaps for the same reason noted in (2), above, there was a marked decrease in the intensity of the majority's agreement (both VTP and NVTP) that no secondary school, given adequate funds, should be accredited unless it offers a comprehensive vocational education program (Item #15), as well as some decline in intensity of agreement on the part of the majority of both groups of respondents (although more pronounced among the VTP) that all students should be enrolled in at least one vocational education class while in school (Item #27);

5. There was a noticeable increase in disagreement among VTP with the assertion: *The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses* (Item #16). This shift may reflect a broadening view of vocational-technical education brought about by exposure to the *cluster concept*, the sharing of experiences with fellow participants, and the like. The same explanation may also account for a similar trend (despite a decline in *strong disagreement*) among VTP in response to this statement: *The general education curriculum is the best preparation for entry into an occupation upon graduation from high school* (Item #21);

6. Among the NVTP, there was a decline in agreement (although still the dominant reaction expressed) that vocational education courses are as important for college bound students as they are for the non-college bound (Item #22). Perhaps this reflected an insight gained by some NVTP that vocational education courses can be very demanding of time and energy and that they are not, therefore, for the college-bound dilettante. In a similar vein, this enhanced

appreciation of the demanding nature of vocational education might also account for increased agreement (although still a minority opinion) that *vocational education courses are beneficial primarily for those who are terminating their education at the end of high school* (Item #35). It is interesting to note that, in contrast, VTP intensified their already strong disagreement with this item (thus, perhaps, expressing their greater receptivity to one of the major themes of the Program);

7. Among NVTP (but not, as would be anticipated, among VTP) noticeable changes in responses to two items dealing with rural vocational education probably primarily reflect an increase in knowledge of an unfamiliar subject. Thus, at the end of the Institute NVTP more strongly agreed that rural youth were being *educationally short-changed due to inadequate vocational offerings* (Item #28), while at the same time expressing less doubt and more disagreement with the statement: *Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general* (Item #30);

8. By the end of the Institute, the majority belief that academic courses were not more applicable to a wider spectrum of jobs than vocational preparation had intensified, especially among the VTP (Item #33), perhaps due to exposure to more information and the experiences of colleagues.

Four items are worthy of comment because of their failure to elicit any degree of consensus, either before or after the Institute (in response to each, the participants remained fairly evenly divided in opinion):

1. Item #8 - *The cost of training workers should be borne by the public school system.* (Post-Institute trend toward agreement by the VTP, while the NVTP became more uncertain [perhaps some of the latter group had previously been unaware of how expensive vocational education can be]);

2. Item #20 - *Public expenditure of funds for vocational education is the best educational expenditure that can be made.* (A wide spread of opinion in both groups, with little apparent change as a result of attendance at the Institute);

3. Item #26 - *Vocational education courses prepare students for many jobs which lack prestige.* (There was a wide distribution of opinion in both groups. However, while the NVTP, fairly evenly split in opinion, registered little change on the

post-test, the VTP exhibited a distinct increase in disagreement.

4. Item #37 - This item may be interpreted as offering evidence of the highly favorable attitude toward vocational education on the part of the VTP. As might have been anticipated, both before and after the Institute, they strongly endorsed this statement: *Vocational education courses provide learning experiences geared to individual needs better than academic courses*, with a slight trend of even greater agreement appearing on the post-test. (36 vs. 33 of the 40 respondees agreed, 9 vs. 6 *strongly*) However, as also might have been expected, the nine NVTP did not respond with similar intensity; five on the pre-test, and six on the post-test agreed with the statement, and nobody strongly agreed with it.

Some Possible Institute-Induced Changes in the Participants' Personal Beliefs (Form 2)[4]

The many items left blank (perhaps in itself a significant fact) made this questionnaire especially difficult to interpret in any meaningful fashion. Thus, all of the following statements are highly tentative.

As might have been anticipated from the composition of the group in attendance at the Institute, the vast majority of the VTP and NVTP responses received on this instrument on both pre- and post-test administrations indicate qualities presumably desirable in a *change agent*. That is, there was a strong belief expressed in man's ability to shape his personal, social, economic, and political affairs through planning, initiative, hard work, will power, and the like as opposed to passively submitting to the forces of fate or luck. In analyzing the responses given, a picture emerges of inner-directed people who believe that they bear the major responsibility for their own actions. This positivistic outlook extended to their concept of the nature of man--all except one of the respondents agreed that *There is some good in everybody* (Item #14).

If the Institute had any marked influence (in the aggregate) in effecting attitude shifts in this area, it was probably in the direction of increasing commitment to the *man of action* role characterized above. Thus, there was a decline in belief on the part of some participants (especially VTP) in the inevitability of war (Item #3); increased subscription (most noticeable among NVTP) to the view that people must earn the respect of others through their own efforts (Item #4); an increased belief (already strong) among VTP in one's ability to make friends by being *nice* to others (Item #20); a slight shift away from random decision making on the part of the few VTP who had selected it as an acceptable procedure at the beginning of the Institute (Item #15); and even greater belief in a *direct connection* between effort and grades received (Item #23 - this shift was among VTP; NVTP were unanimous in their acceptance of this position on both the pre- and post-tests).

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[4] See Appendix F-3 for item tabulations of pre- and post-test responses of Vocational-Technical Personnel (VTP) and Non-Vocational-Technical Personnel (NVTP) to Form 2.

However, it should be noted that despite the attitude expressed in regard to the last-mentioned item, approximately one-half of the sample (and two-thirds of the NVTP) agreed (even if slightly less strongly on the post-test) that a well prepared student can be defeated by examination questions that *tend to be so unrelated to course work that studying is really useless* (Item #10).

Responses to Item #24 may be of interest because of the sharp division of opinion obtained. Thus, both on the pre- and post-tests about two-thirds of the VTP, but only about one-half of the NVTP agreed that *a good leader makes it clear to everybody what their jobs are* rather than expecting *people to decide for themselves what they should do.*

Finally, while the participants sampled did not in general believe in passive submission to fate or luck in managing their own affairs or in directing others, there was an interesting division of opinion on the possible importance of fortune or chance in areas perhaps perceived as being on the border of or beyond what an individual can reasonably control through his own efforts. Thus, while an overwhelming majority of the VTP consistently agreed that *Becoming a success is a matter of hard work, luck has little or nothing to do with it,* over one-half of the NVTP at the end of the Institute still selected the opposite choice: *Getting a good job depends mainly on being in the right place at the right time* (Item #11). Further, despite a decline in strength of response, approximately one-half of each group who answered this item on the post-test was unprepared to agree that *There is really no such thing as 'luck'* (Item #18). There was also a lack of consensus concerning the degree to which misfortune can be attributed to *lack of ability, ignorance, and/or laziness* (Item #21).

Again, on both the pre- and post-tests, there was a noticeable difference between the reactions of VTP and NVTP; the former group maintained and strengthened its commitment to internal control of reinforcement (about two-thirds supported this view on the post-test), but almost two-thirds of the latter group held to the position that *In the long run the bad things that happen to us are balanced by the good ones.* Finally, despite a shift in opinion away from the belief that chance or luck plays an important role in ore's life, on the post-test about one-fourth of the VTP still endorsed this view (Item #25).[5]

Initial Reactions of Participants to the Organization, Conduction, and Outcomes of the Reno Institute (Form 3)[6]

Because only relatively minor differences were found between the responses of VTP and NVTP to Form 3, for purposes of the present discussion they will be treated as one group.

In general, the Institute was rated as a success. Substantiation for this conclusion is provided by the responses of the 45 participants who answered Items #32 and 33: Thirty-nine indicated that they would apply again for the same Institute, and 38 stated that they would recommend it to others.

This favorable overall impression also tended to characterize each aspect of the program presented. First, in regard to objectives, a substantial majority agreed that realistic and acceptable purposes had been clearly stated and that, further, the objectives were basically in accord with their own reasons for attending the Institute (Items #1-4). In addition, an inspection of the responses to Item #27 (*To what extent were the objectives of this Institute attained?)*, reveals that only five of 45 respondents believed that the Institute had largely failed to attain its objectives.

Second, the content presented at the Institute was assigned a superior rating, again by both VTP and NVTP. Given the assumed differences in levels of sophistication between the two groups in the field of vocational-technical education, this was perhaps an unanticipated, and encouraging, finding. For example, the consensus was that new information had been offered; the material presented was of an appropriate level (neither too elementary or too advanced); was personally valuable as well as readily applicable to important problems in vocational-technical education; that possible solutions to individual problems had been considered; that theory had been related to practice; and that the printed materials distributed were helpful (Items #5-9; 20-23).

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[5] The NVTP responses to this item were too incomplete to permit analysis.

[6] See Appendix F-4 for item tabulations of the multiple-choice responses of Vocational-Technical Personnel (VTP) and Non-Vocational-Technical Personnel (NVTP) to Form 3. Also included is a full transcription of their written comments to Items #25-31.

Third, the consultants who spoke at the Institute were singled out for especially strong praise. Thus, all except two participants in the sample agreed that they *really knew their subjects* (Item #10); moreover, when asked to comment on the major strengths of the Institute (Item #28), 31 respondents mentioned the consultants who addressed the participants and served as resource personnel. (See Table 3).

Fourth, there was relatively less agreement with all of the methods and procedures utilized in conducting the Institute. While the great majority of the participants agreed that they had been *stimulated to think about the topics presented*; had *really felt part of the group* and had had an opportunity to express their ideas; and that little time had been devoted to *trivial matters* (Items #11, 15, 16, and 19), there was a widespread feeling that the Institute had been too compressed. For instance, many agreed that there had been little time for informal conversation and that the schedule should have been more flexible (Items #14 and 24). Insufficient time probably also at least partially accounts for the majority's dissatisfaction with the achievements of the small groups (Item #12) while, at the same time, agreeing that the discussions conducted in these sessions were excellent (Item #13). An inspection of the responses to Items #29 and 30 also reveals a strong concern about the lack of sufficient time for small group discussions, informal interactions, and getting definite output from the small groups. In addition, specific comments relating to *overorganization* and an excessive number of formal presentations (with the result that the participants were obliged to play largely passive roles) may also be reflections of the same concern (see Tables 4 and 5).

Fifth, in terms of an initial assessment of the outcomes or impact of the Institute upon those who were in attendance, the responses received to several questions offer encouragement. A substantial majority agreed both that their time had been well spent and that the Institute had met their expectations (Items #17 and 18). Further, as a result of their participation in the Institute, 36 of 41 participants answering the question stated that they planned to modify their present and/or future work (Item #25).

Table 1 provides a general indication of the nature of the planned modifications.

Of special interest, given the emphasis of the Reno Institute, are the large number of specific responses relating to the vocational-technical teacher and his preparation. Future plans in this area include the establishment of closer ties with teacher training programs, pushing for more emphasis on vocational education at the university level, establishment of a metropolitan-wide committee for vocational-technical teacher training, creation of a new vocational teacher training center, and various plans for the restructuring of vocational teacher education (including the revision of current undergraduate curricula, the requiring of sophomores to work part-time as teacher aides, provision of more work-study for teacher trainees, and development of social and cultural orientation programs for teachers involving more direct experiences with the disadvantaged).

Also mentioned was a commitment to exercise care in regard to cultural backgrounds in the development of curriculum materials for minority groups. Improvements in in-service education for teacher training staff were also cited; for example, more efficient use of an advisory group, preparation of staff to meet needs of disadvantaged youth, and reexamination of vocational education philosophies were mentioned.

In response to the final question dealing with the outcomes of the Institute (Item #26, which solicited the future plans of participants for maintaining contacts established at the Institute for purposes of information exchange), the VTP exhibited more interest in such contacts than the NVTP (36:8 versus 5:4 in favor of so doing).

Table 2 presents data concerning the nature of the information participants plan to obtain and/or exchange.

The following series of three tables present data concerning the specific areas in which the participants sampled thought the Institute was strongest and weakest, as well as how they believed that this type of institute might be improved.

In summary, on the basis of the above responses, it can be concluded that the Institute was generally well received by the participants in terms of its objectives, resource personnel, basic methods and procedures, and outcomes. It appeared to generate increased interest in vocational-technical education and, especially, in the area of teacher training. The participants stated that they had enjoyed coming into contact with people of such high quality and diverse backgrounds, and the great majority planned to exchange information with each other and the consultants on a continuing basis.

The Institute was also seen as a promising beginning or point of departure. It had provided excellent speakers and resource persons in a well-organized way in a climate of hospitality. However, it was believed that a great deal more needed to be done in order to carry out the work begun at Reno. The participants felt there had not been enough time provided either to cover the content introduced in sufficient depth or to permit adequate small group discussions of the material. The majority would have preferred a longer institute with a looser organization, thus providing more time for interacting with one another. They were nearly unanimous in suggesting that a follow-up workshop should be held within a twelve to eighteen month period in order to refine and develop professional personnel preparation models applicable to their own area.

TABLE 1

PARTICIPANTS' PLANS TO MODIFY PRESENT AND/OR FUTURE WORK AS RESULT OF ATTENDANCE AT INSTITUTE (BY GENERAL AREAS)

RESPONSE	NO. GIVING RESPONSE
1. Improve teacher training	12
2. Place more emphasis on vocational-technical programs	7
3. Devote more attention to vocational-technical education (including changes)	7
4. Improve in-service training of teacher education staff	5
5. Increase focus on disadvantaged students	3
6. Make changes in State Department of Education	2
7. Give more importance to vocational-technical teachers	2
8. Miscellaneous (initiate work-study program, establish resident vocational school, use advisory council, give more credit for job competency, etc.)	7
9. No plans to change	4
10. No answer and unrelated answers	10
	59

Source: Appendix F-4 (Answers to Question #25, Form 3).

TABLE 2

PARTICIPANTS' PLANS REGARDING THE CONTINUING EXCHANGE OF INFORMATION AS RESULT OF CONTACTS ESTABLISHED AT INSTITUTE (BY GENERAL CATEGORIES)

RESPONSE	NO. GIVING RESPONSE
1. How information is to be exchanged	7
2. Vocational-technical programs	6
3. Oregon's Program	4
4. Training of vocational-technical teachers	3
5. Research	2
6. Other successful programs	2
7. Models	2
8. Miscellaneous (plans from other districts, career information, work experience programs, visitation with successful programs, etc.)	5
9. No plans to exchange information	7
10. Yes (unspecified)	10
11. No answer	5
	53

Source: Appendix F-4 (Answers to Question #26, Form 3).

TABLE 3

PARTICIPANTS' OPINIONS CONCERNING MAJOR STRENGTHS OF INSTITUTE (BY CATEGORIES)

RESPONSE	NO. GIVING RESPONSE
1. Speakers/consultants/ resource personnel	31
2. Exchange of ideas	10
3. Variety of relevant interests represented by attendees	6
4. Fellow participants	4
5. Information acquired	4
6. Organization of Institute	3
7. Group discussions	3
8. Accommodations	2
9. Miscellaneous (sharing of common frustrations, chance to reflect on teacher education problems)	2
10. No answer	7
	72

Source: Appendix F-4 (Answers to Question #28, Form 3).

TABLE 4

PARTICIPANTS' OPINIONS CONCERNING MAJOR WEAKNESSES OF INSTITUTE (BY CATEGORIES)

RESPONSE	NO. GIVING RESPONSE
1. Lack of time for small group discussions	13
2. Lack of time for informal interaction	9
3. Not enough time (purpose unspecified)	8
4. Institute was too superficial	8
5. Institute was over-organized	7
6. Participants listened to speakers too much/weren't allowed to contribute enough themselves	6
7. No weaknesses	2
8. Miscellaneous (unable to judge, development of new ideas neglected, inadequate input from metropolitan areas, lack of industry involvement, group leader unsure of role in oversized groups)	5
9. No answer	8
	66

Source: Appendix F-4 (Answers to Question #29, Form 3).

TABLE 5

PARTICIPANTS' SUGGESTIONS FOR IMPROVING THIS TYPE OF INSTITUTE (BY MAJOR CATEGORIES)

RESPONSE	NO. GIVING RESPONSE
1. More time for small groups	13
2. Fewer speeches	6
3. More time (purpose unspecified)	5
4. Smaller groups	5
5. More time for interaction	5
6. Previous preparation by participants for Institute	4
7. No changes	3
8. Speakers should work with groups	2
9. Need time for getting definite output from small group work	2
10. Miscellaneous (separate meeting rooms for small groups, provide more structure, more panels, use more people from high school and junior high school levels, use conference vs. lecture method, extend Institute to 4½ days, less or shorter night speeches, more time on fewer topics, include industry more, etc.)	9
11. No answer	13
	67

Source: Appendix F-4 (Answers to Question #30, Form 3).

POST-INSTITUTE EVALUATION

An essential part of Institute VI was the six month Post-Institute Evaluation. The Research and Educational Planning Center developed the Post-Institute Evaluation Instrument (Appendix H-1.

Sixty-six of the 95 in attendance responded. Six did not answer the items due to various reasons which provided 60 valid responses. These responses are presented in detail in Appendix H-2.

Analysis of the Post-Institute Evaluation shows that as a result of Institute VI certain of those attending this Institute became sensitized to the imperative need for change in current practices of vocational-teacher education and those in the decision-making positions are stimulating change in even the short time of six months.

APPENDICES

1874

UNIVERSITY OF NEVADA
RENO LAS VEGAS

APPENDIX A

INVITATION AND BROCHURE

DIRECTOR, RESEARCH AND
EDUCATIONAL PLANNING CENTER
COLLEGE OF EDUCATION
RENO, NEVADA 89507

PHONE: (702) 784-6989
784-6832

Letter of Invitation

May 20, 1970

Dear

We at the Research and Educational Planning Center, College of Education, University of Nevada, Reno, extend you a personal invitation to participate in an Institute for Improving the Preparation of Professional Personnel for Vocational Education in Western Metropolitan Areas. Full details are presented in the enclosed brochure.

We sincerely hope that you will contribute that priceless element, "Time" - "Time" to review the present practices of professional preparation; "Time" to plan your inputs to the Institute; and, finally, "Time" to be a "change agent" for effecting improvements.

Please indicate your acceptance on the enclosed postal card and prepare to be in Reno, "where the action is," June 14 through 17. In case of any doubt, call either of us at the above phone numbers.

Sincerely,

J. Clark Davis

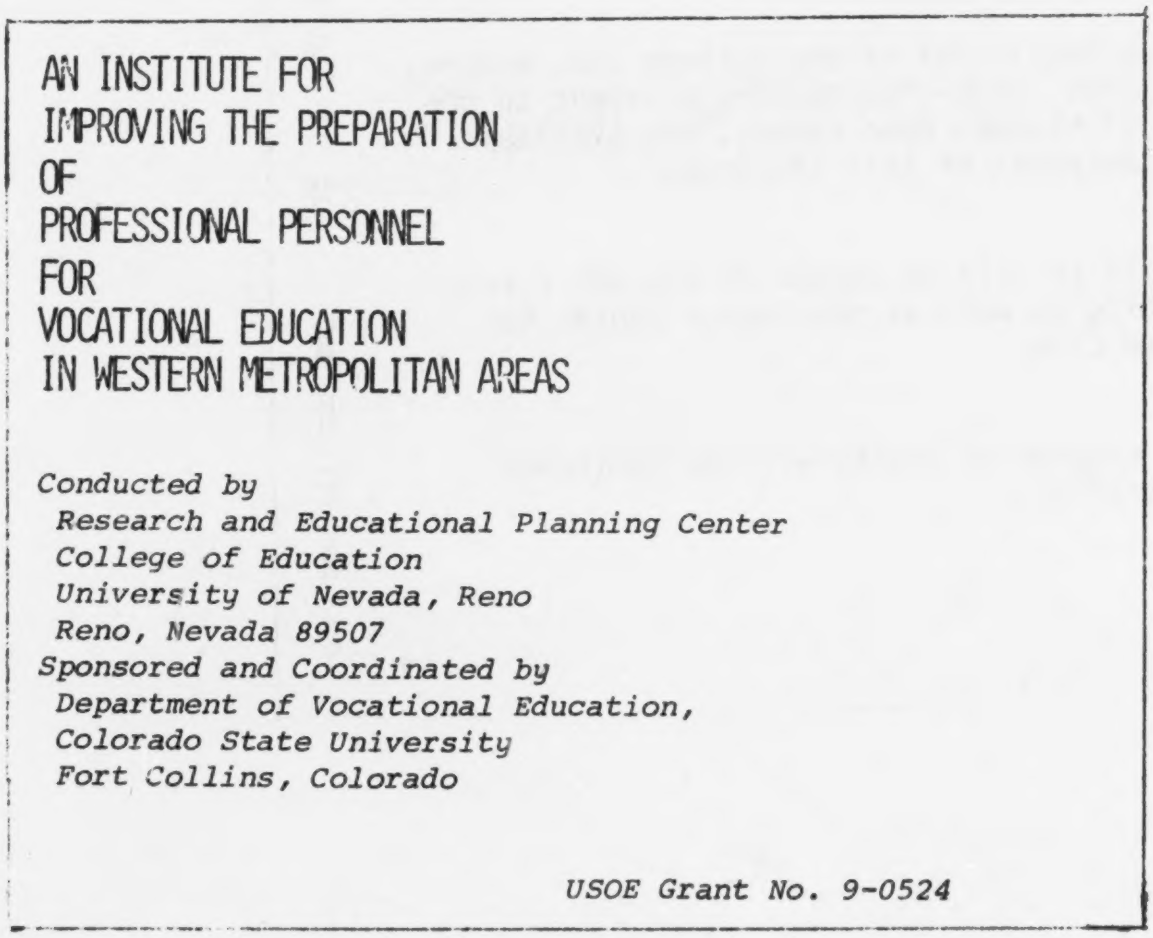
J. Clark Davis, Director
Research and Educational
Planning Center

Len L. Trout, Co-Director
Institute for Improving
Professional Personnel

JCD:LLT:jb

Enclosures

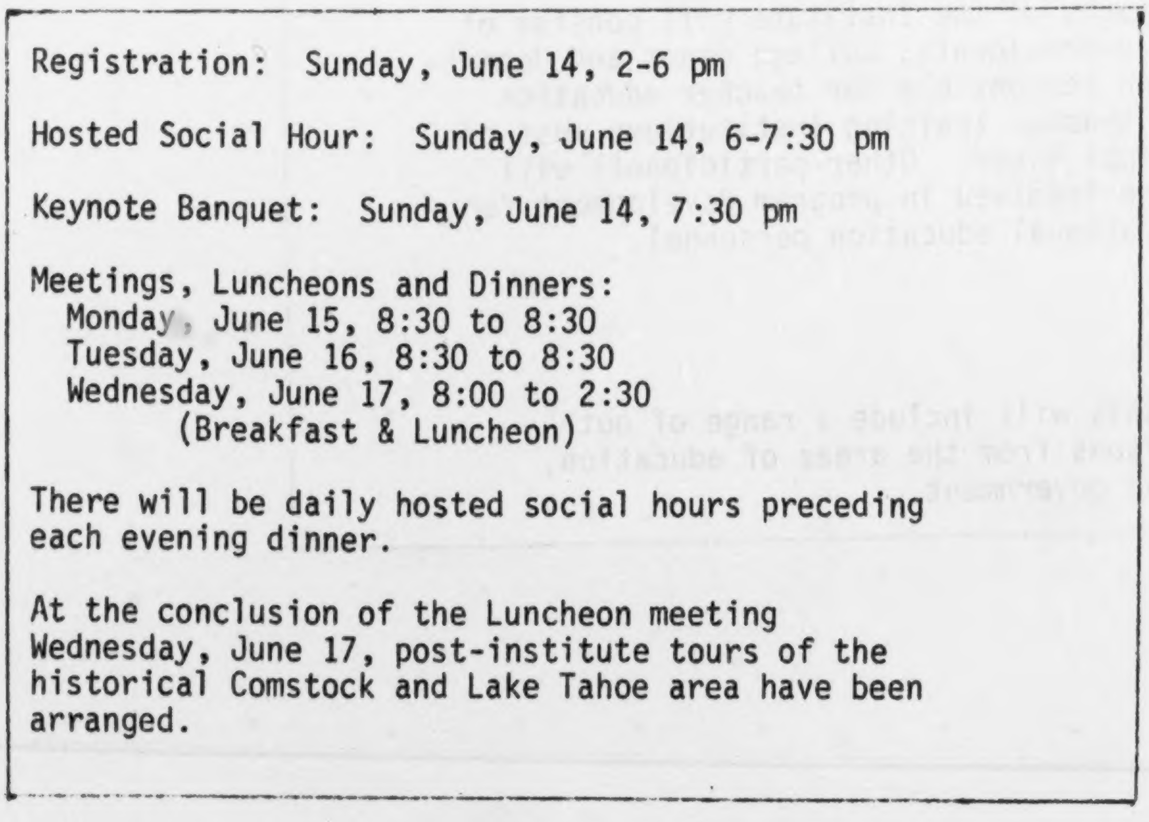
Brochure Sent With Letter of Invitation



AN INSTITUTE FOR IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN WESTERN METROPOLITAN AREAS

Conducted by
Research and Educational Planning Center
College of Education
University of Nevada, Reno
Reno, Nevada 89507
Sponsored and Coordinated by
Department of Vocational Education,
Colorado State University
Fort Collins, Colorado

USOE Grant No. 9-0524



Registration: Sunday, June 14, 2-6 pm

Hosted Social Hour: Sunday, June 14, 6-7:30 pm

Keynote Banquet: Sunday, June 14, 7:30 pm

Meetings, Luncheons and Dinners:
Monday, June 15, 8:30 to 8:30
Tuesday, June 16, 8:30 to 8:30
Wednesday, June 17, 8:00 to 2:30
(Breakfast & Luncheon)

There will be daily hosted social hours preceding each evening dinner.

At the conclusion of the Luncheon meeting Wednesday, June 17, post-institute tours of the historical Comstock and Lake Tahoe area have been arranged.

WHEN

WHERE

The complete facilities of the College Inn, modern, air-conditioned, high-rise housing adjacent to the University of Nevada, Reno campus, are available to the participants of this Institute.

Meetings will be held on campus at the Jot Travis Union Building as well as the Campus Center for Religion and Life.

A complete program of events will be furnished upon registration.

PARTICIPANTS:

The participants of the Institute will consist of academic vice-presidents, college deans and department chairmen responsible for teacher education programs at teacher training institutions west of the Mississippi River. Other participants will include those involved in program development for training vocational education personnel.

CONSULTANTS:

The consultants will include a range of outstanding persons from the areas of education, business, and government.

WHO

This Institute is designed to provide a maximum opportunity for developing vehicles for needed change in preparation of teachers and other professional personnel involved in vocational education in metropolitan areas. The Institute participants will become the change agents involving the vocational education programs for all youth in metropolitan areas.

WHY

The participants, with the consultants, will develop models of exemplary preparation programs for professional personnel, guidelines for program improvements, and help in organizing and implementing improved personnel training programs.

Room and all meals will be furnished without cost to participants beginning with dinner, Sunday, June 14 through lunch, Wednesday, June 17.

There is no registration fee.

Transportation costs will be reimbursed. (See Transportation)

Dependent's costs will be nominal. (See Dependents)

If you desire to enjoy the recreational opportunities of the Reno area, you may arrange to stay beyond Wednesday, June 17, at the College Inn at a special Institute rate for participants and dependents.

COSTS TRAVEL

The Research and Educational Planning Center will reimburse the participants for their air transportation costs or pay authorized mileage.

The staff of the Center will assist in the preparation of the transportation vouchers to be submitted upon completion of the travel. Reimbursement should be made within two or three weeks after submission of the claim.

Upon arrival, Institute transportation will be available at the airport or bus terminal. Phone 323-0321 upon arrival if you have any problems.

Housing and transportation costs for dependents cannot be assumed by the Research and Educational Planning Center. However, the College Inn has offered the attractive rate of $15.75 for participant's spouse, $9.00 for children up to six years and children over six years, $11.00. This is the total cost for the three nights and three breakfasts.

Lunch and dinner will be available for dependents at the University Dining Commons. There is also a wide selection of public facilities nearby.

Arrangements have been made by the University for dependents to participate in various social and cultural activities.

The University of Nevada, Reno, is located in Reno, a city of over 100,000 residents. To the west are the pine-covered Sierra Nevada Mountains where the world-famous Lake Tahoe, Donner Summit and Squaw Valley are located. To the east is desert and Pyramid Lake, a setting for many movies. To the south is the Queen of the Comstock, Virginia City, as well as Carson City, Nevada's capitol.

Enclosed is literature pertaining to the Reno Campus as well as the recreational opportunities, such as the downtown clubs which are within walking distance (5 blocks) of the College Inn.

Clothing may be as casual or formal as you choose, however the temperature is usually cool after dark.

DEPENDENTS

SERENDIPITY

EVERYTHING HAS BEEN ARRANGED - THE ELEMENT LACKING IS YOUR COMMITMENT.

DURING THE BRIEF TIME BETWEEN JUNE 14 AND 17 YOU CAN EXPERIENCE SELF-RENEWAL AS WELL AS MAKE A RE-DEDICATION TO INVOLVE YOURSELF IN THE NEEDED ACTION FOR CHANGE IN VOCATIONAL EDUCATION.

COME TO WHERE THE ACTION IS - RENO, NEVADA, JUNE 14-17

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RENO, NEVADA

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Dr. Len L. Trout, Co-Director
Institute VI
Research and Educational Planning Center
College of Education
University of Nevada
Reno, Nevada 89507

Room 200 Thompson Education

YOUR PART

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AN
INSTITUTE
FOR
IMPROVING THE PREPARATION
OF
PROFESSIONAL PERSONNEL
FOR
VOCATIONAL EDUCATION
IN
WESTERN METROPOLITAN AREAS

UNIVERSITY OF NEVADA, RENO
RESEARCH AND EDUCATIONAL PLANNING CENTER, COLLEGE OF EDUCATION

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APPENDIX C

COMMITTEE GROUPS

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Mr. Larry Hall
Mr. James Hilsgen
Mr. Gary Hulshoff
Mrs. Alma Isernhagen
Dr. Jay Kenega
Mr. David Kroft
Mr. Ivan Lee
Dr. Pat Loyd
Dr. Edwin Love
Mrs. Gerry McGinley
Mrs. Mildred Matthews
Mr. Wayne Miller
Mr. Harold Murphy
Dean Gail Phares
Dr. Marvin Poyzer
Mr. Bobby Ray
Dr. Louis Saaverda
Mr. Richard Schmidt
Dean Horace Schorling
Mr. Gerald Shelby
Mr. Sam Shigetomi
Mr. John Shryock
Dean Helmer Sorenson
Dr. Allan Sturges

Orange Group

Group Leader - Mr. Vernon J. Eardley

Dean James Anderson
Mr. Warren Blankenship
Mr. William Bowden
Mr. John Bunten
Dean Edmund Cain
Dr. Howard Christensen
Dr. Richard Dankworth
Dr. George Davis
Dr. Calvin Dellefield
Mr. John Fortenberry

Orange Group (Cont.)

Mr. Byron Graber
Mr. Eugene Gonzales
Mrs. Amy Heintz
Dr. Leo Herndon
Mrs. Marie Huff
Mr. Lonnie Johnson
Dr. Robert Krejcie
Mr. Carl Kurath
Mr. Harold Lutz
Dr. Howard McFann
Dr. Wirt McLoney
Mr. Robert Moessinger
Mr. James Peddicord
Dr. Palmer Pilcher
Dr. James Ranz
Mr. Courtney Riley
Dr. Suler Ryan
Mr. Alvie Sarchett
Mr. John Sellers
Dr. William Stevenson
Mr. Dwight Thiel
Dr. Leon Wagley
Dean Laurence Walker
Dean Robert Weems

APPENDIX D

PROGRAM

Specimen Program

A SHORT-TERM
INSTITUTE

**IMPROVING PREPARATION
OF
PROFESSIONAL PERSONNEL
FOR
VOCATIONAL EDUCATION
IN
METROPOLITAN AREAS**

June 14-17, 1970

UNIVERSITY OF NEVADA,
RENO, NEVADA

1874

Conducted By

**THE RESEARCH AND EDUCATIONAL
PLANNING CENTER
College of Education
J. Clark Davis, Director**

Sponsored Under USOE Grant 9-0524

Coordinated By

The Department of Vocational Education
Colorado State University

SUNDAY, JUNE 14

1:30-6:00 p.m. College Inn--Lobby

REGISTRATION
GROUP ASSIGNMENTS

6:00-7:00 p.m. College Inn--Dining Annex

SOCIAL HOUR, College Inn Management

7:30-9:00 p.m. College Inn--Dining Room

BANQUET
Welcome:
N. Edd Miller, President, University of Nevada, Reno
Introduction:
Edmund J. Cain, Dean, College of Education, University of Nevada, Reno
Keynote Address:
Calvin Dellefield, Executive Director of National Advisory Council on Vocational Education, Washington, D. C.

MONDAY, JUNE 15

7:30-8:30 a.m. College Inn--Dining Room

BREAKFAST

9:00 a.m. Jot Travis Lounge

DESIGN OF THE INSTITUTE
Presentation:
Len L. Trout, Institute Co-Director

9:15 a.m. Jot Travis Lounge

Evaluation: Number One
Staff

9:30 a.m. Jot Travis Lounge

Presentation: Models
Dana J. Davis, Associate Professor, University of Nevada, Reno - Member, Research & Educational Planning Center
Gerry P. McGinley, Member, Research & Educational Planning Center

10:30 a.m. Center for Religion and Life

COFFEE

10:45 a.m. Center for Religion and Life

Group Meetings: Evaluation and Development of Simulation Models

WHO NEEDS WHOM

12:00 Noon Jot Travis Lounge

LUNCHEON
Introduction:
Max M. Blackham, Chairman, Nevada State Vocational-Technical Advisory Council
Address:
James E. Hurt, Jr., President, Vanguard Bond and Mortgage Company, St. Louis, Missouri

2:00 p.m. Center for Religion and Life

Presentation:
William W. Stevenson, Head, Division of Research, Planning and Evaluation, Oklahoma State University, Stillwater, Oklahoma

3:00 p.m. Center for Religion and Life

Presentation:
Bruce Wilkie, Executive Director, National Congress of American Indians, Washington, D. C.

3:45 p.m. Center for Religion and Life

COFFEE

4:00 p.m. Center for Religion and Life

Presentation:
Eugene Gonzales, Associate Superintendent, Chief, Division of Instruction, California State Department of Education

6:00 p.m. College Inn--Dining Room

SOCIAL HOUR: Wine Tasting

7:30 p.m. College Inn--Dining Room

BUFFET
Introduction:
Burnell Larson, State Superintendent of Public Instruction
Principal Address:
Hon. Rocco Siciliano, Under Secretary of Commerce, Washington, D. C.

TUESDAY, JUNE 16

7:00-8:00 a.m. College Inn--Dining Room

BREAKFAST

8:30 a.m. Jot Travis Lounge

FEDERAL FUNDS AND FENCES
Amplified Telephone Orientation:
J. Clark Davis, Director, Research & Educational Planning Center

9:00 a.m. Jot Travis Lounge

Activity: Amplified Telephone Conference
J. Clark Davis--Moderator, Reno
Hon. Howard Cannon, United States Senator, Nevada--Moderator, Washington
Panel of U. S. Senators and Representatives

10:00 a.m. Center for Religion and Life

COFFEE

10:15 a.m. Center for Religion and Life

Presentation:
Donal O'Callaghan, President, Research, Planning and Development, Inc., Carson City, Nevada

11:15 a.m. Center for Religion and Life

Group Meetings: Refinement of Models

12:00 Noon Jot Travis Lounge

LUNCHEON
Introduction:
J. Clark Davis
Address:
Michael Russo, Chief, Planning and Evaluation Branch, Office of Education, Department of Health, Education, and Welfare, Washington, D. C.

2:00 p.m. Center for Religion and Life

PARTICIPATION NOT PASSIVITY
Presentation:
Harold Kuptain, Chief, Division of Job Market Analysis, Manpower Administration, U. S. Department of Labor, Washington, D. C.

3:00 p.m. Center for Religion and Life

COFFEE

3:15 p.m. Center for Religion and Life

Presentation:
James M. Lipham, Professor, Educational Administration, University of Wisconsin, Madison, Wisconsin

5:00-6:00 p.m. Harold's Club--7th Floor

Presentation: Personality Improvement

7:00 p.m. College Inn--Dining Room

DINNER
Introduction:
Duane Blake, Head and Professor, Department of Vocational Education, Colorado State University
Principal Address:
Howard W. McFann, Director, Division #3, HumRRO, Monterey, California

WEDNESDAY, JUNE 17

7:30-8:30 a.m. College Inn--Dining Room

BREAKFAST

9:00 a.m. Jot Travis Lounge

EFFECTIVE TRAINING OF VOCATIONAL TEACHERS
Presentation:
Wayne Miller, Director and Dean, Oklahoma State Tech, Okmulgee, Oklahoma

9:45 a.m. Jot Travis Lounge

Presentation:
Mrs. Mildred Matthews, Division of Vocational Adult Education and Community Colleges, Oregon State University

10:30 a.m. Jot Travis Lounge

COFFEE

10:45 a.m. Jot Travis Lounge

Presentation: Group Models by Group Leaders

11:30 a.m. Jot Travis Lounge

INSTITUTE EVALUATION
Presentation:
William R. Odell, Professor of Education, Stanford University, Stanford, California

12:15 p.m. College Inn--Dining Room

LUNCHEON
Introduction:
John Bunten, Director of Vocational Education, State Department of Education
Address:
Duane M. Nielsen, Chief, Organization and Administration Studies Branch, Division of Comprehensive and Vocational Education Research, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C.

2:00 p.m. College Inn--Dining Room

Evaluation: Number Two
Staff

2:15 p.m.

ADJOURNMENT

APPENDIX E

DETAILED PROCEEDINGS OF THE INSTITUTE: TEXT OF FORMAL PRESENTATIONS AND DISCUSSION GROUP REPORTS*

JUNE 14

KEYNOTE ADDRESS

Introduction to the Principal Concerns of the Institute

Dr. Calvin Dellefield
Executive Director
National Advisory Council on Vocational Education

Introduction: Edmund J. Cain, Dean, College of Education, University of Nevada, Reno

We're really facing a time of change. I was talking with Max Blackham, the Chairman of the State Advisory Council here in Nevada, and he said, *You know, if we ran the mining business and operated our mines the way we did five years ago, my company would be out of business.* I wonder if this is not also true of education. If we run our educational training and teach our future teachers the way we taught them five years ago, we might well be out of business; this is particularly true in vocational education, because in the last seven years since 1963, when the original Vocational Education Act was passed, the Department of Labor has developed a manpower program that right now has 14 Federal dollars for every Federal dollar that goes into vocational education. The basic reason is that, according to the Congress and the Administration, vocational educators have not kept up-to-date and are not teaching in a manner that provides our young people with the knowledge that they must have for today's jobs. The basic indication is that we are going to have to make some changes. There are several big problem areas which we must come to grips with in the 70's.

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* [Editor's Note: All formal presentations have been included in their entirety with only these minor exceptions: introductions of speakers; introductory remarks of speakers; and transitional remarks by session chairmen. Editing has been performed solely to improve readability. Nothing of substance has been deleted or altered.]

First of all, there is no well-articulated theory of vocational-technical education. The failure of vocational education lies in its failure to solve its problems, and to give consideration to its philosophical and social foundations. Let me suggest a few questions that need examination in determining direction, rationale, and justification for decision and action in vocational and technical education:

What are the inter-relationships between the world of work and social institutions--economic, political, educational, religious, and welfare? Too long have we in education kept ourselves separate and distinct from some of our major social, economic, and political changes. We can no longer train teachers in a vacuum. We are being forced to change and we know it.

What is vocational education's relationship to the nation's manpower, economic, and political policies? We have a new Secretary of Education and a new Commissioner of Education coming in; we have a new Associate Commissioner for Vocational Education. In all due respect, we never know if we have a new team or a new President coming in tomorrow. What we are doing is directly related to what is going on outside the college campus and outside the state departments of education and outside the high school. We have to be up-to-date.

What is the place of vocational education in the public and private sectors? One of the major concerns of the National Advisory Council since its inception has been to define its responsibility in general occupational education. Is its responsibility to look at the public schools and see what kind of occupational training they provide? Is it the state advisory council's duty to do so? Is it the university's responsibility? What we must really know is what kind of occupational training is provided and where it is obtained. If you walked down to Harold's Club and asked how many of those people started out to be dealers, you would find that very few had. Most of us have received our training for job competency in other than our public and private schools. Most of us received our job training in terms of assistance from the private sector, and I suggest to you that maybe part of our responsibility is the overall understanding and responsibility for occupational training all over the country.

Secondly, the field of vocational educational programs, as presently structured, provides a poor home for education programs for some of the emerging occupational areas. As you well know, there are more people employed in the areas of transportation and communication than in all other aspects of production, but there is no program in teacher education in transportation and communication in the entire country. What I am alluding to here is that many of us are still living in the days of Smith-Hughes and vocational education of 1917 and providing the kind of education appropriate 50 or 60 years ago. Sure, we've changed our ideas, we say we are modern, but how many of us are providing the kind of training that turns out teachers with a knowledge of today's technology?

The third area I'd like to mention has to do with the pre-vocational levels. Introduction to the world of work should start in nursery school and proceed through the elementary and secondary levels. What responsibility will vocational teacher education take for preparing personnel for the introductory work at the kindergarten and elementary levels? I was talking with Ed Cain, and we pointed out together that most teachers in elementary and high schools have had a general academic education. Vocational education goes on in general high schools (the comprehensive high schools), where most of the teachers don't feel a responsibility for vocational or occupational education. I think the attitudes of all of our students are developed by our teachers. Do they really have a knowledge of the world of work? Most of the knowledge of the world of work at the elementary level consists of the postman, the fireman, the nurse. Maybe this is all right in another place, but it is not in the industrial and business community of the 70's; we have to be able to give elementary teachers and secondary teachers a broader picture and more experience.

The fourth major area I would like to discuss is the trend toward an increasing integration of vocational and general education. One of the early stands taken by the National Advisory Council was that occupational education should take place in a comprehensive situation and not be set to one side. Even the term *world of work* is outmoded. Dr. Cain pointed out during dinner that most of us spend more time on our jobs than we do with our wives. So we should at least love our work--maybe not as much as our wives--but we should be familiar and at home with our work. He also pointed out that in a recent study on longevity, the people who live to old age are primarily those who were satisfied with their work and with themselves. So maybe we have the responsibility for longevity in our country as well as occupational training.

The fifth area has to do with the emerging revolution of women. Yesterday and the day before in Washington, D.C., there was a major women's conference. They went to the White House to meet the President and talk to him about the objectives of women in the United States. The President pulled a boo-boo. He was in Florida. I will make a guess that this will have more reverberations and cause more complications between Mr. and Mrs. Nixon than anything else. Don't underestimate the responsibility of women, because an increasing proportion of women are working outside the home. At the present time, 30,000,000 women are gainfully employed and nine out of ten women may be expected to be employed during their lifetime. The most startling increase in the labor force in the next ten years is expected among women over 45. Women really suffer from discrimination in employment more than any other minority. (That's a peculiarity--there are more women than men, yet they call women a minority.)

One of the things that came out just recently is that you can no longer advertise in the classified section *jobs for men and women* unless sex is a requirement of the job. For instance, in jobs for men, you can't list *bartender*, because there is no reason why a woman can't do the job.

You are going to see some major changes in the kind of work that women do. As you well know, we limit women probably more than any country in the world. In Russia, over 80 percent of the physicians are women--this is just an insight into the future. The black woman suffers two kinds of job discrimination and is probably the least advantaged of any group in respect to employment. This is going to be a major change in the future.

Job stereotyping starts early. In the elementary schools, we show the man going out to work, while the woman stays home. Well, if nine out of ten women are going to work, we had better start getting our elementary school teachers to recognize the change. (It's fascinating to see the concept of the sterotyped woman sitting at home being taught by a woman teacher who puts in six hours a day on the job and three hours of preparation and who rarely gets a chance to see her own children.) We have to get the big picture.

The sixth point is that our traditional vocational educational program in the past has been rurally-oriented. This is the result of the strongest and probably the most effective lobbying group in Washington. I testified before the Education Subcommittee of the House, and Al Quie from Minneapolis, the Minority Leader of that Committee, who is probably the most knowledgeable man in vocational education in the House, said, *Dr. Dellefield, there is a change going on in the Office of Education in which specialists, particularly specialists in agriculture, are no longer called agricultural specialists, but generalists, and they are supposed to help all kinds of teachers become better teachers and to develop all kinds of curriculum. How do you feel about this?* Well, you know, when did you stop beating your wife?

I think I should tell you what I said because I believe it is important. The 1968 Amendments to the Vocational Education Act very specifically state that Federal dollars should be geared to training teachers and providing education (at the present time, primarily for disadvantaged people, in order to give them occupational and attitudinal skills not necessarily included in areas formerly considered as trade, industrial, and related fields). We are training people to fit into the world of work. People who have been in this field for many years must change their attitudes; this is where one makes a major difference.

I would hope, almost implore, and even demand, that your schools of education take a new tack and that you accept a new responsibility in terms of teacher education for those already employed as teachers. Hundreds of thousands of teachers go back to school in the summer for points, or units or credits, and for other reasons, and we have been giving them a good education--not a great education, but the same education. Unless we accept a new role in education, I think we will be making a major mistake. We have to accept the fact that in the past in our high schools we were willing not to educate 50 percent of the kids who came there. We were wont to say that high schools were places to kick people out of rather than to keep in. Right now, in 1970, 80 percent of the kids who enter high school won't get through college; this is the kind of training you and I provided our teachers, because we said it was our responsibility to weed out those who couldn't make it. And we've been extremely successful. Those kids who go through college are well educated and well trained, but they represent only one out of five; four out of five don't have the knowledge and background, and this is what we are seeing in the cities now--the four out of five we haven't worked with, those we said were not our responsibility--those are the ones who are giving us problems and those are the ones who are not ready to sit back and say they have had as much as America can give them. I think it is our responsibility to provide this educational *more*.

We have been perfectly willing in the past to let someone else take care of them, and now Congress is facing a major decision--and I feel very strongly about this--whether you and I as educators should be responsible for educating and training the people--the underprivileged of our cities--or should it be someone other than educators--labor leaders, industrialists, the Labor Department? I think that any one of the groups can do it independently, but if we are willing to go ahead and say, as we've said in the past, that we will educate those who are most capable, that we will educate those who see what we have to offer as an answer and ignore those who reject what we have to say and the education we provide, we are going to see several things. First of all, in the big cities we are going to see the public schools responsible for training the poor people, in many cases just the minorities. We are going to see those who are more affluent sending their children to other kinds of programs in private schools. I also see the Department of Labor and industrial concerns training the poor. So, I see our public schools losing out considerably unless we are ready to assume greater responsibility. This responsibility has to stem from the universities.

We must train youngsters who come to us as teachers to feel comfortable with all kinds of people, with all kinds of colors, and backgrounds. We are going to have to change our attitudes so that everyone coming through public school doesn't have to conform. We are going to have to recognize that the only goal for a successful person is not a university degree, but that competency in a job is much more important.

When talking with Ed Cain, I told him about a conversation I'd had with Mike, the bartender at one of the local clubs. He was working alone, and was doing a marvelous job. As he serviced 14 waiters and the people at the bar, he answered my questions. He said that when he makes a lot of mistakes and it's late and his checks don't balance, he feels terrible. But when all goes smoothly, he can go home and relax and really enjoy life. There is a man who is satisfied with his job. This is a responsibility we have not accepted--that is, that people can be trained to enjoy their job regardless of the level. We give lip service to it, but that's all. We train our teachers that the only way to be successful is to become a teacher or to have a degree. We have to provide new kinds of experiences for our teachers. You may want to call it the inner-city syndrome, but how many of us provide the teacher in-training with the experiences necessary to face the alcoholic or the dope addict and the other things that go on in dense population centers and to face the militancy that can be expected in the classroom now?

How many times do you train a teacher, only to have a student say, *You S.O.B.. You don't know what you're talking about.* And this is the sort of thing we are going to have to expect if we don't kick these people out; but these people should not be kicked out. In the past, we have said, *If you want to talk like that, go to the principal or to the dean, but don't stay here.* We can't afford to do this. We must accept the responsibility for them.

We're going to have to provide still another kind of education. We have always had language programs in our schools. We taught Spanish, particularly in the West; we taught all kinds of foreign languages, but have we taught them in terms of the Spanish-American or Mexican-American student? What about the black culture? If we are going to accept the role of teaching in the inner-city, we must give our teachers a background in minority cultures, because it is the minority students whom we are no longer going to kick out but are going to keep. It is going to take a great deal of planning.

The seventh area of critical importance is providing all teachers and all administrators with a general knowledge of jobs. Most of our students right now drop out of high school. Let's take one of our western states--California. It has a high level of dropouts. Right now, half of the students in California don't get a high school diploma. That means many of them have left school without a skill. We must train our teachers to work much closer with the industrial community. If the kids are going to drop out of high school, we must accept this and give them the opportunity to get some job experience. This means major changes in teacher training. We are going to have to work much more closely with what we have called in the past *work experience*, but basically we are going to have to train our teachers to work in an industrial setting. We are going to have to get away from the idea that the only place a youngster can learn is in school. We are going to have to get our teachers out into the community and let them see what is going on in the occupational community.

One of the most successful ways of doing this is to utilize more fully the lay groups in our communities. All over the United States, in each state, the Governor has appointed an advisory council (Max Blackham, who was introduced earlier, is Chairman for the State of Nevada)--a group of lay people who are extremely knowledgeable, and who give their time to help him do a better job. At the national level, we have the same thing. Those in vocational education have used these groups over the years, but too often we have abused and not used them. We have learned the techniques of bringing them in and keeping them out simultaneously. We have learned how to talk at them and listen with one ear closed and the other on something else.

We are going to have to make our education more relevant--that may be a bad term, but I like it. I think our education has to change continually. As Max said, if he mined today as he did five years ago, he would be out of business. I think this is true of our universities, also. If you teach teachers the same way you taught them five years ago, you should be out of business. I believe this.

Now, in talking about teaching teachers, we are going to have a bigger job in terms of numbers. Each year for the next five years we are going to need 35,000 more vocational education teachers than we are turning out now in order just to keep up with the Federal and state funds available. Have you made plans to train these people or are we going to have to give them special credentials because you haven't trained them? There is going to be needed this year 35,000 additional vocational teachers. That means an increase of 75 percent over last year. Are we ready to do this?

Finally, let me take another tack--and I address this to the university people here. We have done a fairly adequate job in training vocational education teachers, and in training school administrators, but as vocational educators we have found two things. One, there has been a lack of training for the non-vocational educator, the deans of the schools of education, and the presidents of the universities in terms of specialized areas of vocational education so that they, too, feel comfortable. And we haven't trained the high-level administrator, the superintendent of schools, the Commissioner of Education, the Secretary of HEW, in terms of long-range planning for job training. There is no university in the United States that has a training program at the post-doctoral or doctoral level for future secretaries of HEW.

There are two major universities in this country that have specialized programs for training future Secretaries of Labor. That is their one responsibility. For example, John Dunlop at Harvard University is Professor of Economics, and his sole responsibility over the last 19 years has been to turn out PhDs whose responsibility it is to train future Secretaries of Labor. You may laugh, but the last four Secretaries of Labor (I'm not sure about the new one) all were his students, whether they were Democrats or Republicans. So let me suggest to you at the University that your responsibility is to provide training for our elementary and secondary teachers in terms of job knowledge and for future professors and deans and secretaries of HEW so that they will be comfortable in dealing with the 50 percent of the population who we have said in the past don't belong in school. Those of us who have responsibility for urban education must assume a new responsibility for those who in the past we said were not our responsibility.

In the next few days you will have an opportunity in this conference to make some major changes. The kind of input you give will be disseminated nationwide. It will probably be the basis of the Office of Education's thinking for many years. It certainly will be the basis of some of the National Advisory Council's thinking in developing future legislation for the Congress. You have here a wonderful opportunity to make some major changes. You have a start in having the Dean of the School of Engineering and the Dean of the School of Education with you and working together. This is the first step. When you have a conference like this, with deans of schools, state directors of education, state directors of vocational education, and high school principals, you have a great variety of talk level--not just specialists, because so often specialists talk to specialists. This is your chance to provide the kind of team effort that will make major changes at the national level and in your states. I urge you to fight with each other for the next few days and to come up with a plan that will be meaningful for all of us.

JUNE 15

Design of the Institute

Dr. Len L. Trout
Co-Director of Institute VI

Generally speaking, schools have long engaged in a variety of cooperative programs, which include the social system and the recreational system. Now, schools have become involved with social and welfare agencies, community action agencies, and government. We must cooperate with all of these agencies up and down the educational ladder. The public at large and teacher-training institutions have begun to attend to component skills, attitudes, and knowledge essential to teaching and administration.

Since this program is primarily for administrators, we will pay a great deal of attention to the administration aspect of the program--not that we should completely neglect the curriculum, personnel, and other problems related to teaching but, generally speaking, we will stress the problems of administration.

One of our problems is how we define *metropolitan area*--whether it is the disadvantaged inner city or the disadvantaged in general. We are not talking about the retarded, but the socially and economically disadvantaged or deprived. One way to describe the disadvantaged is to wait until they have reached adolescence or early adulthood and then to note each one who has not become a competent person and is, therefore, what our society would term a disadvantaged person. But that is a little late in the program, and hopefully we can get to the core of the problem sooner.

Our approach to this Institute is geographic. We will address ourselves to problems in the metropolitan areas west of the Mississippi, of course, but I think our problems are much the same nationwide with a difference only in degree or in the specific nature of the groups with which we are dealing.

Approximately 70 percent of our population live in urban areas. We know that industry lures teachers with higher salaries and prestige. We know that as many as one-fourth of our teachers in cities are substitutes or are not fully certificated. It is in the cities that educational problems accruing from change are most acute. It is in the cities that interracial problems are most severe and the schools bear the brunt of such problems. Minority groups are reaching for a new and up-graded social and economic status, and they look upon the schools as the vehicle for achieving that status. It is in the cities that hundreds of thousands of unskilled and uneducated immigrants bring culturally impoverished children each year. It is in the cities that teachers are sociological strangers. Their roots are in small towns and in the middle class. They are strangers in their schools. These are our problem areas.

Some assumptions, most of which are unwarranted, are:

1. Urban schools can be administered in the same manner and with the same organizational scheme as rural schools. Certainly, the cities are very different from rural areas.

2. The same level of financial support for all schools in both city and rural areas will assure equality of educational opportunity. We know this is a fallacy.

3. A city-wide curriculum is adequate for all children and youth. We know this is not true.

4. An educational program beginning at age five and continuing through high school is satisfactory. I think most of you know that education doesn't stop at high school. We'll get input on this as the conference moves along.

5. Conventional teacher-education programs adequately prepare individuals for assignments in schools populated by educationally disadvantaged pupils. We know this is false.

I might make this statement: one of the purposes of this program is to review the education program for vocational teachers. This will be your charge.

Three Traditional Models for the Preparation of Teachers for Vocational Education

Dr. Dana J. Davis
Research Associate
Research and Educational Planning Center

Dr. Dana Davis presented to the conference participants three models for the preparation of metropolitan vocational education teachers (the models are contained in Appendix G). Her explanatory remarks follow:

I would like to go over the models with you and briefly outline them. In your discussion groups you will be given the opportunity to modify these models as they might be employed to improve the preparation of personnel for vocational education in metropolitan areas of America. You are to assume the role of the administrator in charge of change.

Each of the models has general education requirements, major field requirements, and professional education requirements which will certify the student for teaching in secondary schools. None of the models is particularly focused on the preparation of personnel for the metropolitan areas.

What needs changing?

Last evening, Dr. Dellefield suggested seven areas of concern. His address was a challenge to existing models of teacher preparation. In your groups, you will have the opportunity to suggest change--to simulate, perhaps, the prototype model for preparation of teachers.

The first model has an administrative design whereby vocational education teachers are prepared in the college of arts and science. In three of the programs, the major field is taken in a department of the college of arts and science, and in three of the programs, the courses of the major field are offered in other colleges. Thus, you have the areas of vocational-technical education, the general requirements and professional requirements, and major field requirements of these three in the college of arts and science. The major field requirements for these three--vocational-agriculture education, home economics education, and vocational-business education--are at the top. This is an administrative model.

In each of the models the percentage of course work in the three areas of general, professional, and major field requirements is given. In each instance, you may want to discuss the balance of this program and, as a result of the presentations of this Institute, make specific course recommendations which would make the program more appropriate for the preparation of vocational education teachers in metropolitan areas. It is suggested also that you consider the administrative and educational advantages and disadvantages of the different designs.

In the second model, the preparation of vocational education teachers is in the department of secondary education of the school of education. The major field course offerings are given in a joint department within two schools. There is a joint department within the schools of agriculture and education; a joint department within the schools of business and technology and education; and a joint department within the schools of home economics and education. For industrial education, the department is part of the school of education plus other selected departments and schools such as engineering.

In this model you will note that in order to meet the varying certification requirements in different subject fields, there is both a four- and five-year program offered for the preparation of teachers. While the general education requirements are the same, credit requirements are increased in the professional education and major field requirements in the five-year program. In discussing this model, you will want to consider the appropriateness of the five-year program. Is this an upgrading of teacher preparation? Is this a national trend?

In the third model, you will see that the preparation of vocational education teachers is the responsibility of the college of the major field, and you will note that each college has different general and professional requirements. Thus, the preparation of teachers for agricultural education is in the college of agriculture, business and distributive education is in the college of business, and home economics education is in the college of home economics. In this particular model, there is a school of industrial education, and under this school are the three programs of technical education, T & I education, and I & A education.

You will see that in one area of this model there is provision for a minor teaching field. You will probably want to discuss the desirability of a minor teaching field for teachers of vocational education in metropolitan areas.

You should also consider the different professional requirements of the different programs. Are these desirable in the preparation of teachers?

You will also receive two pamphlets describing a model program for a community college district. Mr. C. A. Bradley, Vice President of the Office for Educational Technology and Systems Services of the Seattle Community College District, has provided this information for your consideration.

In one of the pamphlets you will be able to review personnel selection practices and standards for vocational-technical educators, and in the other, you will be informed about the preparation of instructors for vocational and technical education in an associate of applied science degree in vocational and technical education.

WHO NEEDS WHOM

Introductory Remarks

Mr. Max M. Blackham
Chairman
Nevada State Vocational-Technical Advisory Council

Introduction: J. Clark Davis, Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno

So often we get the feeling we are talking to ourselves --those of us, if you will, who are so directly concerned with vocational education. I can assure you that each member of our Advisory Council, and particularly lay members such as myself, has acquired a growing recognition of, and with that recognition, an increasing appreciation of the vital role that you people have in helping to meet the challenge which we have committed ourselves to--the challenge of gearing our educational system to helping all people achieve a fruitful, dignified, and productive life.

Dr. Davis asked if I would make a few comments before introducing the speaker. I will keep my remarks brief, but perhaps I can leave with you one thought which may further reinforce your commitment to the challenges that you see before you.

Last night, Dr. Dellefield pointed out in his presentation that the question has been raised throughout our nation as to whether or not our educational system has failed, and he cited very briefly some of the arguments that people advance to support their claim that it has failed.

I would like to go on record as agreeing that our educational system has failed in its overall objective of training and preparing all Americans to earn and to live a good life. I would also like to go on record as recognizing full well the need for, and importance of, qualifying that statement, but for now, my only purpose in making the statement is to establish a frame of reference for another question and observation. Who is to blame for the fact that in increasing numbers our young people are coming out of secondary schools unprepared to compete in the marketplace in terms of jobs? Who is responsible for creating the current national situation requiring a 14 to 1 ratio of dollars going into remedial educational programs as opposed to preventive educational programs?

As we look around the academic community, I submit that a portion of the blame must rest on their shoulders. I am equally convinced, however, that a larger share of that blame must rest on the shoulders of business and industry as well as the community as a whole. We in the business community, for example, have failed our responsibility in so many ways. Let us consider just one aspect. We are your customers. We are the benefactors of what educational systems are doing. We should know what our needs are; we also know that for many years these needs have not been fulfilled. Just today, we have heard a number of observations as to the meaning and relevancy of the fact that this year, as graduation exercises are being conducted throughout the country, a startling number of PhDs cannot find jobs. Yet we in the business community are painfully aware that thousands and thousands of well-paying technical positions in business and industry are vacant and going begging because our educational system with its strong academic orientation is not yet providing secondary and short-term, post-secondary occupational preparation opportunities for young people to prepare them for these technical or non-professional positions. Does this, perhaps, suggest that the customers have failed to communicate?

Well, fixing blame does not interest us. We, too, are looking for cause and effect, and I think some meaningful answers are emerging, but we cannot tolerate any delays in preparing our educational system to meet the full challenge. Let me again call to your attention the questions that Congress is wrestling with now and has been for the better part of the past year in attempting to determine who is best equipped and best qualified to effectively take on the challenge of training the hard core unemployed, the socially disadvantaged and others for meaningful jobs. There is a real possibility that through Congressional action this could shift to the Department of Labor, to labor organizations, and to business and industry; frighteningly so, a great deal of emphasis and financial support could shift away from the academic community.

I am convinced that to achieve what must be achieved will take the commitment and expertise of all of us: the public sector, the private sector, and the academic community. The challenge and need are great enough to demand the best efforts of all of us combined. I am also convinced, and I am expressing personal opinions, that the core of this amalgamation of resources and talent must be our educational institutions. We must have the expertise of the academic community if we hope to meet the challenges ahead.

The history of the American people is a history of triumph over challenge. How fortunate we are then to be afforded the opportunity in our time to rise to what I think is the greatest challenge this country has ever known! I am confident we are going to follow our historical pattern. It will be a triumph over challenge thanks to people like you and the others who have the knowledge and the commitment.

Remarks Concerning Vocational Education for the Black Community

Mr. James E. Hurt, Jr.
President
Vanguard Bond and Mortgage Company, St. Louis

Introduction: Max M. Blackham, Chairman, Nevada State Vocational-Technical Advisory Council

I am here today to kick off the program of *Who Needs Whom*. I would like to give you a little background of my own involvement, so you can understand where I got the things I say.

I have served on the Board of Education [of St. Louis] for eight years, and I have traveled all over this country attending educational meetings in terms of trying to determine how to improve education.

Having had this experience, I served on a committee of eight black guys who decided to form a bank in St. Louis. We got together and sold the idea to about 400 other blacks, then sold it to the United States Government; we now have a black bank, the Gateway National Bank in St. Louis. It has been going for about three years and has assets of over $10,000,000.

I also served as Chairman of the Board of a supermarket in St. Louis, black owned and black operated. It had a capitalization of $200,000, and when we had our first annual meeting in April, we found that the store had done $2,500,000 worth of business in the first year of its operation.

Last Thursday before I left St. Louis, I turned over to the Urban League a package program whereby we are going to build a $3,000,000, nine-story home for the elderly. It is a black package--it will have a black developer, a black architect, a black contracting company, and a black legal firm. It is the first all-black project of its kind in the country.

Then, last Wednesday (we began about a month late because of the labor problems in St. Louis) we started a company to construct the first black-owned and black-operated Volkswagen agency in the world. We're going to open that around October 1st. So we are looking forward in terms of getting involved.

I bring all this to your attention because in each one of these projects we had a tremendous problem. That problem was trying to staff these organizations. The big reason we had this tremendous problem was there was not a vast reservoir of trained people to take over these responsibilities.

We did not have trained supermarket assistant managers, meat managers, and produce managers, and this presented us with a problem. As you can well understand, we did not have trained bank executive vice-presidents, loan officers, etc. As you know, there are not many blacks in the construction industry, and we don't have a reservoir of architects, electricians, plasterers, plumbers, etc. We could have started our projects earlier if we had had vocational training programs to train young men and women for these positions.

So, I say to you, in my own personal involvement I have had need for well-trained men and women in the vocational field, and I am just a low spot on a big horizon. In this country there is needed tremendous numbers--in the millions--of people trained in the vocational field.

Before the Industrial Revolution in Europe, almost every man was independent. He lived on his farm, grew his own food, built his home, and raised his cattle. As men moved toward city life, they became interdependent, and this started way back in the 1600's. Now, in the 1970's there are tremendous metropolitan areas all across the country, to the point where they say that by 1990 both the east and west coasts will be a complete city, from Massachusetts to Florida and from Washington to Mexico. This means that our country is becoming more complex in its dealings.

We have maximum capacity in this country--every time I come into Los Angeles I see that beautiful 747. Ten years ago, President Kennedy made a commitment to be on the moon in in 1970 and we were there in 1969. And then I think of the tremendous problems of pollution and the present economic crisis after one of the longest economic booms this country has ever known. I also think of the tremendous problems, not in Vietnam, but in the cities because of Vietnam, and the social revolution and the scientific revolution going on in this country. But during all of this great achievement, there has been continuously developing an enormous vacuum between the jobs available and the people available to fill those jobs.

I think it was said a little earlier, and you know it's true because you're in the educational field, that America has more jobs than it has people to fill them. Yet we live in a society that has over 5,000,000 persons unemployed. Our job is solving the problem of making the man for the job, matching the two. As I said before, the greatest problem is to train Americans for the jobs we already have and the jobs we expect to have in the future. So, how do we do it? We discovered the electric light, the telephone, the airplane, television, penicillin, and we split the atom.

Now, we face the problem of how to develop education to serve man, and I say the key to the solution is commitment.

We have got to get commitment from this country to educate our people. One of the wonderful things about America is that about 200 or 300 years ago somebody once made a commitment to educate the masses of the people and the result of that commitment has produced the greatest country in the world, without any thought of being in a secondary position. We educated the masses and when the time came, the masses came forward to fill the gap. Now, we have run ahead of the educational facilities we have; there is a vacuum and we are refusing to give our commitment to enlarge educational facilities.

We must make a national commitment to give our youngsters a good education, with the understanding that every youngster who gets a good education doesn't have to go to college. This has been our philosophy through history--we have tried to train every youngster to go to high school and then go to college. I have served on the budget committee ever since I joined the Board of Education, and what confuses me is the fact that when I sit down to discuss the budget of teachers, I am talking about a beginning salary of $7,200 after four years of college education, and when I sit down and talk about the salary of an electrician with a high school education I start talking in terms of $10,000 and $11,000.

There's something wrong with our thinking when our educators continue to try to push our youngsters into higher education when there are vast areas of job opportunities for men and women in the vocational field. I don't know how it is in the West, but I know that in the central part of the country we have always taken the attitude that when a cat is so dumb he can't make it in the academic field, we send him to a vocational program. Well, you know the vocational program is highly scientific and complex now and you have to be a track B student in order to get into vocational training, but we haven't been able to tell our counselors that because they are still trying to send the students to college. I don't care if they're track 1, 2, or 3, we are still trying to send them to somebody's college. There could be great opportunities for them in the vocational training program.

Then, there must be a second commitment. That commitment is that we must educate black kids. Ladies and gentlemen, by and large educators like yourselves throughout this country have given up on black kids, and I say to you that black kids are the last frontier of this country. I am dismayed when I sit in the audience of the Greater City Council of the City of Philadelphia and I hear the superintendent of the New York public schools say, *We have 500,000 black and Puerto Rican kids in our school system and we can't educate them.* I think that's a horrible statement to be made in the greatest country in the world, that we can't educate 22,000,000 people in our country. Yet scientific achievement shows that blacks have all the prerequisites for learning that others have.

But I take you back to commitment--back to the time we opened our doors to thousands of people from Europe. They spoke a different language, but it was the public institutions of learning that opened up their doors and found ways to break down the barrier of their culture and language and to make them Americans. One of the reasons this country is so great today is because of the commitment to immigrants to make them Americans. A hundred years later, we have the same problem, but in a different way.

We have the black kids coming out of rural areas to urban areas with a different culture and a different language barrier. We have the same responsibility to them--the same type of commitment--as we had to the immigrants before. Science says they can be educated. It is up to the educators to find a way. I say very seriously that we bring the black youngster in and test him on white urban and suburban standards and he fails; but you take that white kid down in Mississippi and put him on a farm and test him on long staple cotton and see how he comes out. He won't make it either. So, I say the challenge is to you, as educators, to come together.

Recently, I read that in Los Angeles they are going to try a new system of teaching reading to elevate the IQ of youngsters. In St. Louis at a meeting last Tuesday we discussed a vocabulary test that has been going on for three years; they have proved that they could raise the IQs from 5 to 7 points and, in some cases, 10 points. That's not the way to do it--have somebody in New York and Los Angeles and St. Louis experiment. We didn't split the atom by random experiment. We spent money. And what it cost to go to the moon--we spent that, too. Now, we have to spend the money to educate the blacks. We're only spending enough money now to prove they can't be educated. Let's spend a little more and prove that they can. I don't know of any commitment made by this country that was not honored. We are talking about human beings. We must take the opportunity to explore the minds of the black kids--22,000,000 kids--because they are the last frontier.

We have talked in educational programs about the 3 Rs, but we must add a fourth dimension--what we teach must be relevant to these black kids. When I speak of black kids, I am speaking of poor whites, too. The poor white is the forgotten man in America today. The blacks have liberal whites and militant blacks, but nobody is pushing for the poor white. He is brought into the multitude, and he's made white so he just goes on. In St. Louis, Los Angeles, New York, San Francisco, we identify the problem of black kids, but if you go behind the scenes and talk to educators, they have the same problem with poor white kids. We group them together and say that the average IQ of the poor white and poor black is the same. One of these days, the poor whites and poor blacks are going to get together and you will really see something. We have an obligation to work with these youngsters.

I don't know if you realize it or not, but in the next ten to twenty years every major city in America is going to be controlled by blacks. The exceptions may be San Francisco and Los Angeles. But in the East, more than 50 percent of the school population in the major cities is black and close to 50 percent of its regular population is black. Now, what are we going to do if New York, Philadelphia, Baltimore, St. Louis, Memphis, New Orleans, Miami--you name it--are controlled by blacks? Yet we say blacks can't be educated. Then, what's this country going to do? Because we live in a democratic society, 51 percent of the vote could elect a black comptroller, a black mayor. Then those in the suburbs will be in trouble.

So, you have an obligation to get at this problem and settle it. Get a national commitment. By 1990 we are going to have more black people in the big cities and more dropouts in the big cities and more blacks who can't identify with middle class values of white people than we have ever had in the history of this country. If we continue as we are, we will find ourselves on the verge of being another England after World War II--being relegated to a second class power. In 1946, we overwhelmed Germany and Japan, but who are two of the most powerful countries in the world today? Japan and Germany.

We must do some thinking about the potentials of our country, the vast horizons that lie ahead.

The question was, *Who needs whom?*, and I say to you that we all sort of need one another. The businessman needs the employee, the employee needs the educator to get the job, and the educator needs the student to teach. It is sort of a real round robin, isn't it? But we can't allow it to continue to be a round robin. We can't talk to the businessman because he's not here today, so we must talk to you educators. We must develop a formula to solve this problem. You must begin to take the leadership because we have a community which is apathetic about education. We have some Congressmen who are bullheaded about education, and we don't have a national commitment about education. But you are the full-time people who work on education--when I say *you*, I mean all of you educators across the country.

I want to tell you about one way that we have attempted to solve the problem in St. Louis because we feel that what we have been doing has not been relevant to our young boys and girls. Theodore Sizer, Dean of the Harvard School of Education, speaking on the relevancy of the education being offered in the slum schools, has said that much of what the schools teach is irrelevant to the needs of most of the children of our community. I think I heard someone say earlier this morning that our system has failed, and it has because we are really not concerned with what is going on with the masses of people in this country. We have become so middle class oriented, so college oriented, so master's oriented, so PhD oriented, that we have forgotten that we developed this country through the work of our hands.

We have developed in St. Louis what is known as the work-study program. This is a program whereby we have gone in and we have faced a responsibility in solving the problems of St. Louis, where we still have a tremendous dropout problem. Youngsters wouldn't go to school or stay in school. So we have tried to develop a program that will give them something they can see and feel and can identify with, not only for themselves but for their mothers and fathers, sisters and brothers. As we were saying, it is difficult to go to school and talk about reading, writing, and arithmetic when you're hungry. You just can't identify with the three Rs when there are pains in your stomach.

So we went to industry. We went to work as a team--educators and businessmen. Youngsters were put to work in a plant and trained, and what happens is that the youngster doesn't even come to school anymore. He doesn't have to identify with the low chair in the back, with books in the shelves, with the bell ringing; he gets formal education so that if he wants to go to college he can go to college. He takes his formal education right in the plant. For half a day he gets reading, writing, and arithmetic, and the other half of the day he gets that relevancy because he is working in the plant. He can identify with the job because on Friday he gets a pay day, and now he can see some reason for going to school--he has some money in his hand. And when he goes home mama sees some reason for getting him up in the morning and sending him every day because she gets a piece of that action, too. As a result, in 1969 and 1970, out of 24 programs we did not have one dropout because these youngsters can identify.

I would like to give you some idea of the types of organizations that have involved themselves in St. Louis:

1. Blue Cross and Blue Shield Hospital Service, Inc. Twenty senior boys and girls were performing various clerical tasks. Students from various high schools participated. All students found employment upon graduation and six are attending Junior College under the Company's tuition plan.

2. Boyd's Department Store. Twenty-one senior and junior boys and girls were engaged in tasks throughout the store; work assignments ranged from sales

personnel to accounting clerks. Of the six graduating seniors, four were employed, one earned a scholarship to Washington University, and one entered the Police Academy.

3. We have a number of banking institutions participating; McGraw-Hill Publishing Company; Ralston-Purina; Stix Baer & Fuller Department Store; Southwestern Bell Telephone Company; the St. Louis Post-Dispatch, and the Shell, Standard, and Sinclair Oil Companies. They all have programs of involvement in this work-study program.

In short, the work-study program put us in the mainstream of our society, and that is the American dream--to give the educator the opportunity to take his place in the hearts and minds of the youngsters as a person who has had a great influence on their lives and to enable him to become more intimately involved than before.

What we must do whether we are in education or industry is to convince the youngsters that if anybody else in this country can do it, they can do it too. This is the challenge that America has and this is the challenge that we make to you as educators because we are in need.

Who needs whom?

The educators need the students; the students need the jobs; the employers need the students, and the country needs us all.

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In response to a question from the audience, Mr. Hurt commented (in part):

Educators hold a great big three-day conference and during only one program do they talk about the black kids, when 25 to 30 percent of their kids are white, and 60 to 70 percent of their kids are black. We must educate the white kids, but we must present a situation that black kids can identify with. We are graduating them by the hundreds of thousands, by the millions. None of them is qualified to get a job. There is no secret about this. We graduate them because we are on a system of pushing them through.

There used to be failures, but you can't fail anymore. All you have to do is come to school every day and you'll pass. Don't worry. This is a horror.

Then we say, *Well, they can't learn*. Well, we didn't teach them. This is a great problem. We are not trying to solve that problem.

The Disadvantaged and Vocational Education: Participation and Benefits

Dr. William W. Stevenson
Assistant State Director
Division of Research, Planning and Evaluation
Oklahoma State Department
of Vocational and Technical Education

Introduction: J. Clark Davis, Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno

Dr. Stevenson, in response to the theme *WHO NEEDS WHOM*, presented two papers dealing with the effects of occupational training programs on disadvantaged students:

1. *The Disadvantaged and Vocational Education: Participation and Benefits* by James Lee Harris and William W. Stevenson; and
2. *A Preliminary Report on the Institute Entitled Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas* by William W. Stevenson.

Dr. Stevenson's introductory and concluding remarks and the text of the two papers follow:

I am really going to present two reports, although they fit closely together; the first is a synthesis that we did in order to try to determine the effects of occupational training programs on disadvantaged students. Too often we have made decisions on programs without adequate information or background data.

THE DISADVANTAGED AND VOCATIONAL EDUCATION

Problem

Occupational educators are often forced to make decisions regarding programs for the disadvantaged based on insufficient information. It is imperative that better data be provided. This report attempts to answer the question, *What has been the experience of disadvantaged students in the occupational training programs of Oklahoma during the 1968-69 school year and in initial attempts to find employment immediately after graduation?*

Population

From a population of 38,231 full-time public-school enrollees in occupational training in Oklahoma in 1968, OTIS gathered useable student characteristic data from 30,168 students. The RCU gathered follow-up data on 23,695 of these students in the fall of 1969. Also during the fall of 1969, OTIS collected benefit data from 4,851 graduates.

Definitions

Culturally Disadvantaged Students

General Definition - Pupils whose cultural background is so different from that of most pupils that they have been identified by professional personnel as needing additional educational opportunities beyond those provided in the usual school program if they are to be educated to the level of their ability. The National Committee on Employment of Youth states, *Most of the population today considered (culturally) disadvantaged are the minority groups--Negroes, Puerto Ricans, Mexican-Americans, Indians, Cuban refugees, Appalachian whites, and the nation's poor migrant laborers.*

Disadvantaged Graduates

General Definition - Students who were identified as disadvantaged students in the fall of 1968 and who graduated from the program in which they were enrolled during the 1968-69 school year.

Economically Disadvantaged Students

General Definition - Students from homes with less than three thousand dollars of annual income.

Physically Handicapped Students

General Definition - Pupils identified by professionally qualified personnel as having one or more physical handicaps, e.g., the blind, the hard of hearing, the speech-impaired, and the crippled.

Disadvantaged Students

General Definition - A student who is culturally disadvantaged, economically disadvantaged or physically handicapped as defined in this study. (Note: Physically handicapped is not normally included in the definition of disadvantaged but will be for the purpose of this study.)

The Culturally Disadvantaged

The Department of Labor reports that nonwhites, compared with whites at the same educational level, have a higher unemployment rate, are employed in lower-level occupations, and have lower incomes. Those factors indicate that the culturally disadvantaged receive less economic benefit from education than whites.

Findings of the Department of Labor may be summarized as follows:

1. Nonwhite high school graduates do less well than white graduates in getting and keeping a job;
2. Nonwhite high school graduates earn less than white youths who have left school before graduation;
3. Nonwhite youths are preparing for today's jobs faster than existing practices are changing to absorb them; and
4. As matters stand now, many nonwhite youngsters have more education than they need for the jobs they get.

The Economically Disadvantaged

Many studies have pointed out that there is a direct relationship between family income and the value placed on education, while other studies indicate that income is negatively related to dropout rates.

The National Committee on Employment of Youth indicates that the typical disadvantaged student is much less committed to work as a source of intrinsic satisfaction than is the middle-class high school student or college student. He is more likely to see work as a minimal means of surviving than as something of interest or any real value. His environment is described as follows:

The disadvantaged come from substandard housing and broken homes in which there is hunger, malnutrition, unpaid debts, alcoholism, or drug addiction. Their overcrowded home conditions do not permit privacy or personal development. Their struggle to live on a low income becomes a matter of survival in which long range planning is discarded for immediate gain. They tend to stay within their immediate environment and thus remain unfamiliar with areas outside their neighborhood. Fearful of the unknown, they need help in getting to appointments in other sections of the city. Their style of living, language, dress, and humor is different from that of the middle class. They suffer from poor health and poor health habits. Their funds are too limited to allow them to provide a variety of nutritious foods and they do not always know what constitutes a proper diet. They have restricted time horizons and often do not have clocks or watches at home. They do not believe most promises made to them, for they have experienced continued disappointment. Many have a profound rage for the way *the system* or *the establishment* has, in their view, abused them. Discrimination and segregation have often resulted in feelings of humiliation, inferiority, self-doubt, and self-hatred.

Analysis of Enrollment and Follow-Up Data

TABLE I

THE CULTURALLY DISADVANTAGED BY ENROLLMENT IN OCCUPATIONAL TRAINING AND BY STATE POPULATION

	Oklahoma Population		Training Population	
	Number	Percent	Number	Percent
Not Culturally Disadvantaged	2,083,725	90	15,182	89
Culturally Disadvantaged	217,103	10	1,948	11

TABLE II

THE ECONOMICALLY DISADVANTAGED BY ENROLLMENT IN OCCUPATIONAL TRAINING AND BY STATE POPULATION

	Oklahoma Population		Training Population	
	Number	Percent	Number	Percent
Not Economically Disadvantaged	1,797,400	73	15,128	88
Economically Disadvantaged	679,600	27	2,008	12

TABLE III

THE PHYSICALLY HANDICAPPED BY ENROLLMENT IN OCCUPATIONAL TRAINING AND BY SCHOOL POPULATION

	School Population		Training Population	
	Number	Percent	Number	Percent
Not Physically Handicapped	551,383	96	16,444	96
Physically Handicapped	20,823	04	686	04

TABLE IV

DISADVANTAGED DROPOUTS FROM VOCATIONAL PROGRAMS VERSUS NONDISADVANTAGED DROPOUTS

	Dropouts	Nondropouts	Percent Dropouts
Disadvantaged Students	1,616	4,070	28
Nondisadvantaged Students	3,898	14,111	22

TABLE V

BLACK DROPOUTS VERSUS NON-BLACK DROPOUTS

	Dropouts	Nondropouts	Percent Dropouts
Black Students	483	1,142	30
Non-Black Students	5,031	17,039	23

TABLE VI

INDIAN DROPOUTS VERSUS NON-INDIAN DROPOUTS

	Dropouts	Nondropouts	Percent Dropouts
Indian Students	318	632	33
Non-Indian Students	5,196	17,549	23

TABLE VII

ECONOMICALLY DISADVANTAGED DROPOUTS VERSUS NONECONOMICALLY DISADVANTAGED DROPOUTS

	Dropouts	Nondropouts	Percent Dropouts
Economically Disadvantaged	818	2,016	29
Noneconomically Disadvantaged	4,696	16,165	23

TABLE VIII

PHYSICALLY HANDICAPPED DROPOUTS VERSUS NONPHYSICALLY HANDICAPPED DROPOUTS

	Dropouts	Nondropouts	Percent Dropouts
Physically Handicapped	155	749	17
Nonphysically Handicapped	5,359	17,432	24

TABLE IX

BEGINNING SALARIES OF DISADVANTAGED GRADUATES VERSUS BEGINNING SALARIES OF NONDISADVANTAGED GRADUATES

	Percent Less Than $3000	Percent $3000-$4000	Percent $4001-$5000	Percent More Than $5000
Disadvantaged Graduates	36	28	20	16
Nondisadvantaged Graduates	38	28	18	16

TABLE X

EMPLOYMENT OF DISADVANTAGED GRADUATES VERSUS EMPLOYMENT OF NONDISADVANTAGED GRADUATES

	Got Related Job	Did Not Get Related Job	Percent In Related Job
Disadvantaged Graduates	124	298	29
Nondisadvantaged Graduates	692	1,523	31

TABLE XI

ENROLLMENT OF THE DISADVANTAGED BY SELECTED PROGRAM TYPE

	Percent Disadvantaged	Percent Nondisadvantaged
Production Agriculture	23	77
Cooperative Distributive Education	11	89
Practical Nursing	24	76
Cooperative Office Education	17	83
Technical Electronics	24	76
Automobile Mechanics	30	70
Carpentry	35	65
Welding	28	72

TABLE XII

DISADVANTAGED DROPOUTS BY PROGRAM TYPE

	Percent Dropouts	Percent Nondropouts
Production Agriculture	48	52
Cooperative Distributive Education	35	65
Practical Nursing	17	83
Cooperative Office Education	33	66
Technical Electronics	51	49
Automobile Mechanics	41	59
Carpentry	44	56
Welding	49	51

TABLE XIII

PROGRAM EVALUATION OF DISADVANTAGED GRADUATES VERSUS PROGRAM EVALUATION OF NONDISADVANTAGED GRADUATES

	Percent Good	Percent Average	Percent Poor
Disadvantaged Graduates	45	47	07
Nondisadvantaged Graduates	45	46	09

TABLE XIV

SALARIES OF GRADUATES WHO RECEIVED EMPLOYMENT IN RELATED FIELDS VERSUS SALARIES OF GRADUATES WHO RECEIVED EMPLOYMENT IN NONRELATED FIELDS

	Percent Less Than $3000	Percent $3000-$4000	Percent $4001 $5000	Percent More Than $5000
Graduates Who Received Employment in Related Fields	17	34	25	23
Graduates Who Received Employment in Nonrelated Fields	60	21	12	07

TABLE XV

EMPLOYMENT OF THOSE GRADUATES AVAILABLE FOR PLACEMENT IN RELATED FIELDS BY SELECTED PROGRAM TYPE

	Percent Employed in Related Field
Vocational Agriculture	43
Cooperative Distributive Education	52
Practical Nursing	89
Cooperative Office Education	57
Technical Electronics	81
Automobile Mechanics	47
Carpentry	37
Welding	46

TABLE XVI

DISADVANTAGED AS A PERCENT OF TOTAL FIRST YEAR ENROLLMENT BY SERVICE DIVISION

Division	Percent Enrollment Disadvantaged
Agriculture	23.16
Distributive	11.13
Health	22.03
Office	21.05
Technical	20.19
Trade and Industrial	29.62
All Programs	23.92

TABLE XVII

PERCENT OF GRADUATES WHO ARE DISADVANTAGED BY SERVICE DIVISION

Division	Percent Disadvantaged
Agriculture	14.29
Distributive	6.38
Health	17.26
Office	10.02
Technical	15.25
Trade and Industrial	21.62
All Programs	9.47

Summary

1. The percentage of culturally disadvantaged occupational enrollees and the percentage of physically handicapped occupational enrollees are higher than the percentage of culturally disadvantaged and physically handicapped in the Oklahoma population, while the reverse is true for economically disadvantaged enrollees.
2. The proportion of disadvantaged occupational students in secondary training is lower than the proportion of disadvantaged occupational students in post-high school training.
3. Program type has an influence on enrollment rates of the disadvantaged in occupational training.
4. The disadvantaged have a higher dropout rate in occupational training than the nondisadvantaged in all categories defined in this study with the exception of the physically handicapped, who have a lower dropout rate than the nonphysically handicapped.
5. Program type has an influence on dropout rates of the disadvantaged in occupational training.
6. Economic benefits received by the disadvantaged from occupational training are not significantly different from those received by the nondisadvantaged.
7. Salaries received by disadvantaged graduates of occupational training are not significantly different from those received by nondisadvantaged graduates.
8. Placement rates for disadvantaged graduates of occupational training are not significantly different from placement rates of nondisadvantaged graduates.
9. Disadvantaged graduates and nondisadvantaged graduates rate (in terms of employment benefits) their occupational training in approximately the same way.

Conclusions

No significant difference was found in the economic benefits received by disadvantaged graduates and nondisadvantaged graduates of occupational training. It is assumed, therefore, that if a disadvantaged student completes his training he has employment opportunities somewhat equal to those of nondisadvantaged graduates. The implication is that occupational training is one method of improving the economic opportunities of the disadvantaged. This in no way means that the disadvantaged do not find opportunities in other forms of education. However, occupational training should be recognized as one meaningful alternative to academic or professional education.

A PRELIMINARY REPORT ON THE [OKLAHOMA CITY] INSTITUTE

I am happy to have an opportunity to report to this Institute on Professional Personnel Development the recommendations of the Institute on Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas held in Oklahoma City, March 8-20 of this year.

The participants of the Institute on Disadvantaged Adults specifically asked that their recommendations be transmitted to this group--a group that can really bring about some changes in teacher education.

I speak not only from the background of the Oklahoma City Institute, but as an Assistant State Director of the Oklahoma State Department for Vocational and Technical Education and as a staff member of Oklahoma State University, a leading teacher education institution.

Introduction

The institute was held for the purpose of *Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas*. It has been labeled a *success* by short-term evaluation standards. At least a part of that success can be attributed to the interagency linkages established previous to the institute. The State Department of Vocational and Technical Education joined with Oklahoma State University and the Area Manpower Institutes for Development of Staff (hereafter referred to as AMIDS) to seriously study experiences which might be provided for institute participants who control critical resources and make program decisions relative to the training of less-advantaged adults.

Problem

Work with the less-advantaged can be both challenging and frustrating. Teachers with white, middle-class backgrounds are impelled both by personal desire and vocational education legislation to attempt to train more effectively less-advantaged persons who need help in coping with a complex society. Determination to help quickly turns to frustration as traditional methods meet the blank wall of rejection. Present teachers, teacher educators, administrators, supervisors, and other relevant personnel must be retrained and new personnel must be trained to teach more effectively those who, up to now, have been bypassed by our educational system.

Purpose

This institute was designed to give the participants the types of experiences that would bridge the gap between cultures and develop procedures whereby these experiences might be reflected in teacher education programs. In order to implement the above purpose both for the participants and for audiences of the conference report, the institute directed its resources to: (1) identifying the occupational and related training needs of less-advantaged adults; (2) assessing the extent to which occupational training programs successfully meet the vocational needs of less-advantaged adults; (3) identifying the qualities which will make occupational training programs more responsive to the needs of less-advantaged adults; (4) evaluating the extent to which teacher education courses are preparing teachers to successfully meet the occupational training needs of less-advantaged adults; and (5) developing approaches for modifying the content of teacher education courses in institutions of higher education to more adequately prepare occupational teachers of less-advantaged adults.

The strategy of the institute was to provide the participants with: (1) a live-in experience that would sensitize them to the world of the less-advantaged; (2) an understanding of the characteristics of the population to be taught; (3) an understanding of the basic sociological, psychological, educational, anthropological, and literary concepts dealing with the less-advantaged; (4) direct experiences to develop an understanding of the culture of the less-advantaged; (5) an integrating experience that was composed of selected educational processes such as teaching methodology, program development, curriculum development, and evaluation--all with special emphasis on teaching the less-advantaged; and (6) concepts and methods for updating of teacher education courses and programs to prepare adequately those who are to serve less-advantaged adults in metropolitan areas.

Procedures

The structure for the conference was flexible and consisted of the following elements:

1. Large group sessions, primarily with lectures from outside resource persons;
2. Small group interaction organized around task force assignments;
3. Live-in;
4. Individual and group reading;
5. Bull sessions;
6. Individual projects;
7. Case study evaluation;
8. Development of resources by inverse-feed procedure (from the group);
9. Panels (from the population to be served and professional consultants);
10. Daily progress reports as perceived by individuals (at the close of the day); and
11. Daily introductory progress overview as perceived by individuals (at the beginning of the day).

The consultants acted as resource persons not only in large group lecture sessions but in small group activities. An unusual approach was taken by Dr. Bruce Tuckman who, even in the large group, formed the participants into *a circle within a circle* and proceeded to utilize this structure to *move the group*. Various reactions were heard as to the success of the method, but the great amount of discussion indicates that the participants were very much *aware*. Dr. Tuckman would recommend that this approach might be considered as one alternative to improve the present process of teacher education.

Participants

Excluding the community workers, there were sixty registered participants at the institute. Of these, seventeen were teacher educators, seventeen were involved in basic education, fifteen were involved in occupational education, four were employed by State Departments of Education, three were employed by State Departments of Vocational and Technical Education, two were with federal programs (WIN and MDTA), one with industry, and one was a counselor. They represented twenty states from Texas to Oregon to Hawaii. The majority were from urban centers, although several were from rural areas. Their work experience ranged from less than one year to over thirty years.

One of the ways of achieving the goals and objectives of the institute was the use of the participants as resource persons. Their interactions and analysis of ideas on the major topics investigated at the institute constituted major inputs to this report and, hopefully, major outputs in their representative states. They attempted to achieve two goals: to become sensitized to the needs of the less-advantaged adult; and to produce a task force report that critiqued current vocational training and teacher education programs, with recommendations on how to improve both. Some of the resources and experiences provided to help them achieve these goals were:

1. A live-in with a less-advantaged family;
2. Lectures and interaction with consultants;
3. Interaction with trainees from special programs for less-advantaged adults;
4. Interaction with each other and with community workers; and
5. Visitations to training programs for less-advantaged adults.

Community Workers

The design of the institute incorporated a live-in experience during the first four days of the two-week activity. An unusual effort was put forth by Doc Hall, who coordinates the activities of the community workers for the Oklahoma City Public Schools, and Wally Glasscock, who assisted in coordination as a representative from AMIDS. The live-in activity turned out to be a focal point for the institute. The realistic frame of reference which the live-in experience provided permeated and enriched the entire conference. The community workers played a vital role not only in the success of the live-in experience but as participants and as reactors during the first week of the institute.

The Live-In

The live-in arrangement provided opportunity for some 50 participants to live four days or more in the private homes of the less-advantaged. The participants attended the daily institute activities and then were taken to *the homes*.

Some wonderful experiences occurred during this period. At one home the children ran out and told their friends at the school bus stop, *Hurry, before the bus gets here, come in and see our white woman!*

Another lady staying in a black home had dressed for bed in the bathroom and had to go through the kitchen to get to her bed. A card game was in process as she passed through the kitchen and one of the players, not knowing she was there, jumped up and screamed. *What's wrong?* she asked, *Haven't you ever seen a white woman before!*

Not all the experiences were pleasant. This was expressed well by one participant (a young lady) who approached the *live-in* before she went to her family with the thought, *being unable to swim, I felt like I was walking up to a swimming pool and was going to jump in but didn't know which end of the pool was the deep end.*

Adequacy of Teacher Education Programs in Preparing Teachers to Meet Needs of the Less-Advantaged

The following represent the basic beliefs of the institute participants and staff and will serve as guidelines or philosophy in responding to the adequacy of present teacher education courses and programs:

1. Effective teachers must have demonstrated sensitivity to the unique needs and wants of less-advantaged adults. These needs and wants extend into the personal, family, community, social, and economic problems of less-advantaged adults.

2. Sensitivity to the needs and wants of less-advantaged adults is most apt to enrich the teacher education program when it precedes and/or is in conjunction with other teacher education courses.

3. Realistic face-to-face exposures to less-advantaged adults should be incorporated into the early stages of pre-service teacher education programs.

4. The effective teacher of less-advantaged adults must accept and trust each individual as a fellow human being before communication can begin, and communication is an absolute prerequisite to learning.

5. The effective teacher must have a desire to continue learning while teaching. Learning cannot stop simply because a degree is acquired.

6. The effective teacher recognizes that rationality is not the only guideline for decision making, i.e., the teacher's feelings should be considered along with rational processes, in many instances, to provide workable decisions.

7. Teacher education programs for less-advantaged adults do not differ except in terms of emphasis from any other effective teacher education program.

8. Teacher education courses for the less-advantaged must have as their terminal objectives helping the teacher of the less-advantaged to:

    a. Attain a secure and mature personality;

    b. Develop a people-centered approach to teaching; and

    c. Develop a level of subject-matter and *people* competence to earn the confidence of less-advantaged adults.

Are Teacher Education Curricula Related to the World of the Less-Advantaged?

One way to evaluate the extent to which teacher education courses are preparing teachers to successfully meet the occupational training and related needs of less-advantaged adults is to first state the goals of the program which will meet these needs. These are:

Teacher Education to Provide:

1. A knowledge and awareness of the helping agencies that exist--their philosophies, techniques, programs, processes, and their success or lack of it;

2. An understanding of how the less-advantaged get jobs and the effects on them of their failure to get jobs;

3. A realistic opportunity to apply and validate the concepts acquired in face-to-face experiences;

4. Situations in which the teacher will be able to learn something about himself when confronted with the problems of the less-advantaged;

5. Knowledge of the processes used to interview and place people into jobs;

6. Communication with industry in order to identify the needs of industry, the kinds of jobs available for those with limited skills, the training, education, and personality traits needed by those employed in such jobs;

7. Teacher's understanding in the areas of curriculum development, program planning, and resource management as related to less-advantaged adults; and

8. Teacher utilization of different methods and media of teaching appropriate for less-advantaged adults of varying backgrounds and abilities.

Teacher Education Organization

The organization of vocational teacher education for less-advantaged adults should consider the following:

1. A metropolitan center for teacher education which encompasses a module of teacher education resources (staff, media, equipment, for example) and a working relationship with the learning center serving the target population;

2. The pooling of all vocational, technical, occupational, and/or practical arts education resources into a *spiritual,* if not physical, whole in order to bring the best thinking and energy to problems relating to the less-advantaged adult;

3. An overall coordinator or director of teacher education services;

4. Provision for research, demonstration, monitoring, and evaluation of vocational teacher education programs; and

5. Centralized or decentralized organizational structures for teacher education services (whichever is chosen, there must be a full understanding, appreciation, and commitment to this structure by the persons involved, including top administration).

Teacher Education Programs

The teacher education program for less-advantaged adults should recognize the shortage of trained personnel who have the desire and capability to meet the needs and wants of the target population. This recognition should be manifested in the concept of differential staffing, i.e., the target population can best be served by performing a task analysis of teacher functions, and, in turn, creating a series of positions to best perform these functions. Furthermore, the differential staffing pattern should be connected in such a way as to form career ladders for less-advantaged adults who might desire to embark upon a career of teaching. These *career ladder* programs should be implemented in metropolitan learning centers and have a direct relationship to the on-campus teacher education program. An exemplary career ladder program might recognize the following steps:

1. Community workers;
2. Associate teacher;
3. Educational media specialist;
4. Teacher; and
5. Master teacher.

Staffing Teacher Education Programs

Staffing patterns for teacher education, particularly concerning the less-advantaged adult, should be carefully reviewed. A teacher trainer who expects to train those who will eventually relate to the less-advantaged adults must undergo in-service training in order to remain sensitive. There should be a transfusion or cross-fertilization between city center and the home campus staffs in order to exchange ideas.

Facilities for Teacher Education Programs

The facilities for a teacher education program for less-advantaged adults should include a learning center in a metropolitan area. This facility could very well be a module added to a school in a geographical area which serves the target population. For example, it could be a module added to a skill center, junior college, or area vocational-technical school.

Approaches to Modifying Teacher Education Programs to Better Prepare Teachers of the Less-Advantaged

Need

The teacher educator needs a new perspective relative to how to prepare teachers to instruct less-advantaged adults. These teachers must be able to provide a balanced experience of skill development, basic education, and occupational orientation. Concern with the whole individual is the key.

Introduction

This part of my report is concerned with a brief analysis of problems facing those who might desire to change teacher education in a manner that would produce better teachers for less-advantaged adults. Special areas of concern examined here are (a) internal and external towers of resistance to change in institutions of higher education; (b) sensitizing the staff of teacher education programs; (c) certification of teachers for adults; (d) curriculum changes; and (e) the use of a para-professional from a less-advantaged environment in teacher education programs.

Internal and External Towers of Resistance to Change

Various forces restrict change in teacher education programs. Since every setting is different, no given solution to these problems would be universally meaningful. The purpose of this section will, therefore, be to outline some of the restrictive forces which might be encountered with the hope that people on the local scene will be aware of possible roadblocks to change and, hence, be better prepared to cope with their situation.

Internal Towers of Resistance

A. Before an institution can change to meet a problem, it must be aware of the problem and how it relates to its goals.

B. When the institution recognizes the problem, there must be concern over finding a solution to the problem.

C. Often staff at an institution will resist change because they fear the consequences of the change.

D. Many staff members will resist change because they feel a reverence for time-honored traditions.

E. Often there is a lack of communication which prevents change through a disorientation of those responsible for making adjustments.

F. Often the present faculty does not have the qualifications or attitudes to implement change.

G. The administrative structure of the university will often be designed to discourage change.

H. The allocation of resources will impede change because this means a readjustment of priorities.

I. The faculty and administration often do not agree on what constitutes a solution to specific problems, which may result in no action designed to alleviate the problems.

J. There are often no rewards for initiations of change.

External Towers of Resistance

A. The complacency of the general public is conducive to discouraging change. It often results in a *don't rock the boat* attitude.

B. Legislation restricts change insofar as it:

1. Reflects the desires of pressure groups who seek their own interests at the expense of the general public; and

2. May restrict the supply and limit the use of money.

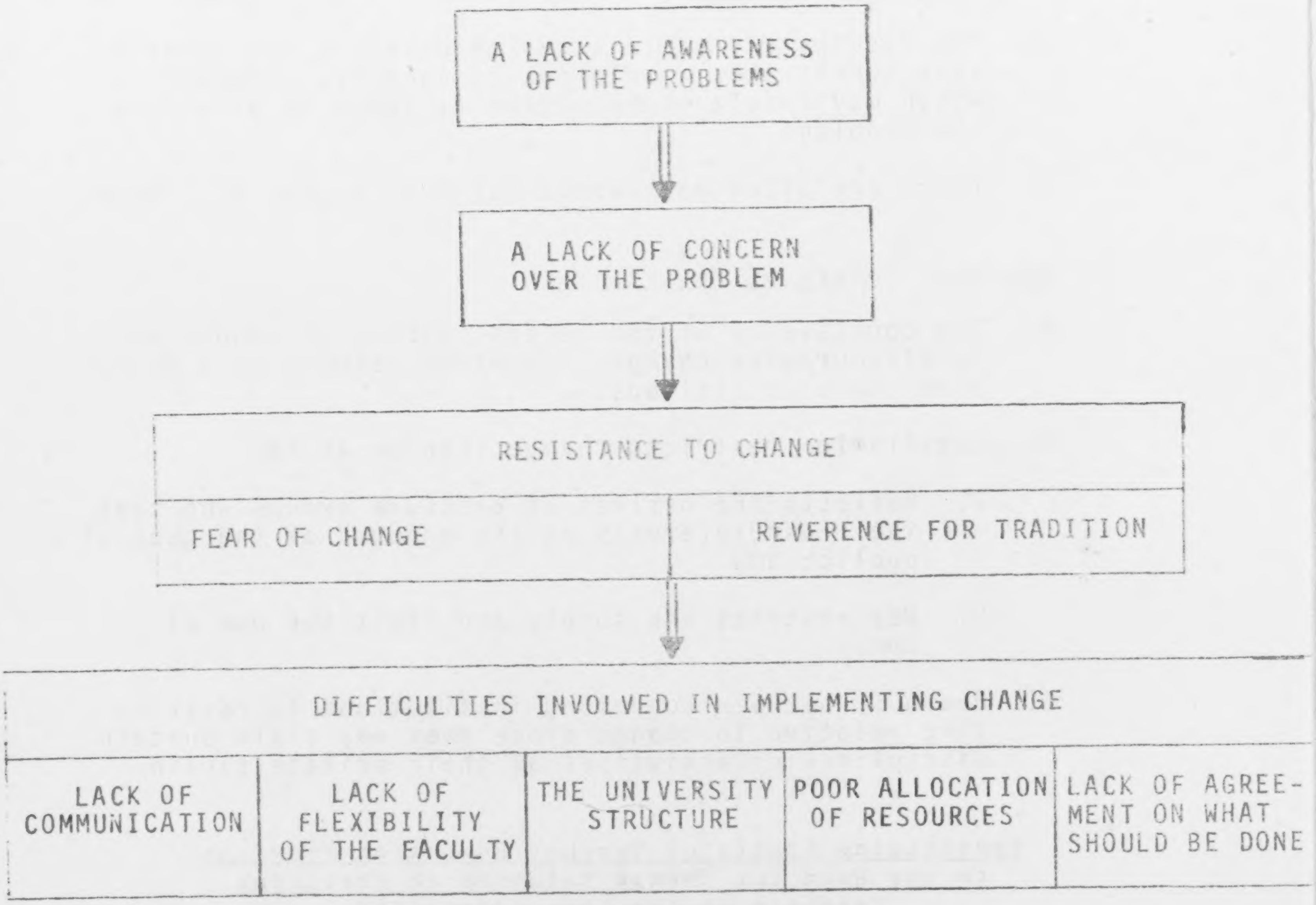
C. Jealousy between competing institutions is restrictive relative to change since they may claim certain disciplines or activities as their private domain.

Sensitizing Staffs of Teacher Education Programs to the Need for Change Relative to Preparing Teachers of the Less-Advantaged

It is felt that contact with the less-advantaged is absolutely necessary to meaningful experiences provided for administrators and teacher educators. A workshop, conference, or institute would be one way to provide this contact. Possible methods for implementing confrontation between the less-advantaged and administrators might be:

a. Direct contact, through visits and live-ins, with less-advantaged neighborhoods;

A HIERARCHY OF INTERNAL TOWERS RESTRICTING CHANGE IN THE UNIVERSITY


A LACK OF AWARENESS OF THE PROBLEMS
A LACK OF CONCERN OVER THE PROBLEM
RESISTANCE TO CHANGE
FEAR OF CHANGE
REVERENCE FOR TRADITION
DIFFICULTIES INVOLVED IN IMPLEMENTING CHANGE
LACK OF COMMUNICATION
LACK OF FLEXIBILITY OF THE FACULTY
THE UNIVERSITY STRUCTURE
POOR ALLOCATION OF RESOURCES
LACK OF AGREEMENT ON WHAT SHOULD BE DONE

b. A panel of residents of the local less-advantaged neighborhoods;

c. A panel of former residents of less-advantaged environments who have *made it;* and

d. A panel of employers of the less-advantaged.

In each of the above situations, emphasis should be placed on the relevance of education to the needs of the less-advantaged; the administrators should be given every chance to interact on a person-to-person basis with panel members.

Change in the Teacher Education Curriculum

Given that teacher education is not now adequately preparing teachers of the less-advantaged, alternatives to the present curriculum need to be examined. Any meaningful change in teacher education designed to better prepare teachers for the less-advantaged must include a reevaluation of the entire curriculum. The mere addition of courses is not the entire answer. All too often only middle class culture is reflected in the history, humanities, social studies, etc., presented to teacher trainees. If the student is to understand the American culture in any depth, he needs to be exposed to the achievements and contributions of the various subcultures.

Two special courses which might be implemented to strengthen the curriculum in terms of preparing the trainee to teach the less-advantaged are:

1. A course introducing the special problems of the less-advantaged which should include:
    a. Current statistics relative to the less-advantaged;
    b. An in-depth examination of less-advantaged cultures with special emphasis on local less-advantaged groups;
    c. Direct contact with the less-advantaged to include:
        i. Attending churches in less-advantaged neighborhoods;
        ii. Attending community social functions in less-advantaged neighborhoods;
        iii. A *live-in* with less-advantaged family;

iv. Observing a school serving less-advantaged people; and

v. Shopping with a less-advantaged family.

2. A course emphasizing methods of teaching the less-advantaged, containing:

   a. How to work with para-professionals;

   b. How to provide occupational guidance;

   c. How to teach the less-advantaged;

   d. How to teach the adult;

   e. How to teach personal presentation (grooming, etc.); and

   f. How to teach good work habits.

The Para-Professional

The para-professional, when properly used in the university, is a tool for change. In this paper a para-professional is defined as a person from a *less-advantaged culture* who is working at a teacher training institution in conjunction with teacher educators to prepare teachers to instruct *less-advantaged* students. His function is to interpret and illustrate work attitudes, life styles, social attitudes, etc., from the *less-advantaged* viewpoint.

Characteristics of the para-professional are:

1. Someone from the cultures which are to be served;

2. Someone who is respected in his community; and

3. Someone who feels a responsibility to his community in particular and sees the improvement of teachers as a means of serving his community.

Important additional factors relating to para-professionals include:

1. Educational level should not be a criterion for selection;

2. At any given institution, there should be a balance of males and females in the para-professional group;

3. At any given institution, there should be a balance of ages in the para-professional group; and

4. There should be limitations on the time any para-professional can serve, with the implication that some form of upgrading should be provided relative to the future of the individual serving in this capacity.

The para-professional's major tasks include:

1. Counsel teacher trainees on a one-to-one basis;
2. Translate experiences that the teacher trainee receives in interaction with the *less-advantaged;*
3. Act as a resource person in the classroom situation;
4. Act as a resource person outside the classroom;
5. Act as a liaison person between the community and trainees and the community and the institution; and
6. Act as part of a visitation team composed of students, para-professionals, and faculty.

Summary and Recommendations

Summary

A major problem in the education of less-advantaged adults is the lack of awareness of their special problems on the part of teacher educators: the challenge to universities and teacher colleges is to make the changes necessary to produce a teacher who can effectively instruct the less-advantaged adult.

Alterations in the teacher education program will often meet substantial opposition from many sources. The opposition will come from both internal and external pressure groups. Even when the need for change is obvious, many obstacles must be negotiated. Examples of obstacles which may be encountered include:

1. A lack of awareness of the problem;
2. A lack of concern;
3. Resistance to change on the part of the institution's staff;
4. Difficulties involved in implementation;
5. Legal restrictions; and
6. Complacency of the public.

Sensitizing administrators to the need for change in teacher education programs is imperative. Since program changes usually require either their active or passive approval, some method must be devised to help them see the special problems of the less-advantaged. Confrontation between the less-advantaged and administrators is a very effective means of sensitizing.

Since teaching less-advantaged adults is different from teaching other groups, it is reasonable to claim that certification of teachers of less-advantaged adults should be different than certification of other teachers. Through the guidance of institutions and agencies involved, suitable certification requirements should be established.

Due to a lack of curricula which produce satisfactory teachers of less-advantaged adults, major changes are needed in most institutions. These changes should permeate the entire curriculum. History, humanities, social studies, etc., should reflect more than just the middle class culture. An introduction course and a methods course related to the needs of the less-advantaged should be incorporated in the professional preparation.

The incorporation of the services of a para-professional from a less-advantaged background in teacher preparation will provide illustrations and interpretations of attitudes, life styles, etc. from a less-advantaged viewpoint.

Only through an awareness of the needs of the less-advantaged adult and curriculum changes which reflect these needs will improvement of instruction for the less-advantaged adult become a reality.

Recommendations

1. People who are attempting to bring about change in teacher education should be familiar with factors that impede such change.

2. Teacher educators should be sensitized to the needs of less-advantaged adults through direct-contact experiences.

3. An attempt should be made to utilize resource people such as AMIDS and leadership groups within the various cultures to involve the teacher education staff in the problems of the less-advantaged adult.

4. An attempt should be made to move toward certification of teachers of adults.

5. There should be special criteria for certification of occupational teachers.

6. The entire teacher education curriculum should be broadened to include the contributions of all subcultures.

7. A minimum of two courses concerned with teaching less-advantaged adults should be added to the teacher preparation curriculum.

8. Direct contact with the less-advantaged should be incorporated into teacher preparation experiences.

9. Effort should be made to use a *we* approach instead of an *us* and *them* approach to preparation of instructors of the less-advantaged.

10. In-service training for teachers of less-advantaged adults should be established.

11. Para-professionals from less-advantaged environments should be used in the teacher training program to illustrate and interpret various experiences from other than middle class viewpoints.

In concluding, I think that as we go ahead in this Institute and look at the models which might effectively be established to allow us to do the kinds of things we want to do and know we should do, we must keep in mind the need to synthesize all kinds of experiences which, as I see it, is the only way we can teach the teachers how to work with the less-advantaged. This is already going on to some degree, but it needs to be broadened and strengthened. Your efforts at this Institute can make a real contribution to the achievement of a better educational system for all children.

Remarks Concerning Vocational Education for the Indian Community

Mr. Bruce Wilkie, Executive Director
National Congress of American Indians
Washington, D.C.

Introduction: Mr. Robert Hunter, Executive Director, Nevada Inter-Tribal Council, Reno, Nevada.

Vocational training is nothing new to the Indian people. In fact, some of the most monumental mistakes in this field have been made with the Indian population in this country. I am one of those mistakes, but I realize it.

In the early 50's, during the Eisenhower Administration, a policy was set forth to terminate Federal services to all Indian tribes as soon as possible. To carry out this policy, a large effort was made to bring the Indian people to vocational training services. So, huge populations were relocated--to Los Angeles, San Francisco, Seattle, Chicago, Detroit, Dallas. It was difficult for an Eskimo coming out of Alaska to live in Dallas, especially when he wasn't suited to urban life.

The training and services offered to the Indians were very rudimentary. They were given a one-way ticket to the urban center, shoved into a boarding house and corralled into various institutions which were supposed to give educational services, but nobody ever thought about whether or not these Indian people could even speak English. How were the instructors going to instruct them to be a tailor, for instance, when they couldn't even communicate? So the program was a monstrous failure. I am sorry to say the program is still being carried on today, and it is one of the programs which we are going to try to change. You can't take a group of people or individuals away from the things they hold dear--in this case, the Indian reservation--put them down a thousand miles away and expect them to respond to a foreign program. It would have been easier for the Government to bring the services to the Indian people.

This is a classic example of noncommunication--a classic example of programs cooked up in Washington, D. C., that must succeed. As you know, the successful bureaucrat carries out a program to a successful conclusion and turns money back into the United States Treasury. It is like the college president who gets a certain amount of money from the Office of Education, and thinks the program is a success if he turns half the money back to the United States Government.

You're not going to do that, are you?

From the time of the first contact with the white man, the Indian people have been programmed. First of all, they were programmed to be nice people and not shoot at the settlers, and not to drink whisky and to be good Christians, and not to burn down the settlers' cabins and steal their women. This worked for a little while until the settlers started to burn their camps down and steal their women. So after that there was a great deal of conflict with the Army. The removal policy came in in the 1830's, and you might say that this was the starting point of Federal and Indian tribal relations, for better or worse. Since then, I think every possible, conceivable program has been tried to make a success of the American Indian.

I read a little story on the plane coming over about a race car driver who has never won the Indianapolis 500 mile race, and they call him unlucky. His comment was, *I'll do it sooner or later.* And I think the Indian people feel this way. We have never won a complete understanding with the

Government officials we have worked with, but I think with a little patience we will do it sooner or later.

The Cherokee tribe, which extends through Georgia, North Carolina and Oklahoma, experienced a unique vocational program, which was to make farmers out of them. They were already farmers. They were excellent tobacco growers and cotton growers. They wanted to implement their own kind of farming program. But the Government said, *no, do it this way*. So the program failed.

In my tribe, at about the same time, the Superintendent of the Agency came to the reservation for the first time. He looked at the tribe and noticed they were different from tribes in the Midwest (the Sioux, etc.). Instead of riding horses, they rode canoes. Instead of carrying on warfare on horseback, they carried on warfare with boats. For some reason, he couldn't think past those two facts that he had learned. Hastily, Washington set up a program to make farmers out of my people, the Makah Indians. So, they brought in oxen, cows, implements, etc., and created an experimental farm to break the sod and plant the corn. The Indians were very cooperative, observing how to manage oxen teams, etc., but they kept telling the Superintendent that farming wouldn't work. But the Superintendent told them that they had good soil and they should get busy and make something out of themselves. Finally, they said, *Look, it's not that we don't want to work. But Nature just won't permit you to farm here.* If you've ever lived in that area on the coast in northern Washington, you know that they were about three feet above sea level.

When it came time to harvest, the tides came up, the moon changed, and one morning the Superintendent looked out in horror to see the crops were under salt water--which made them, of course, difficult to harvest. Then, when he looked out in the other direction he saw my people, who are famous whale hunters, dragging a whale up on the beach. Actually, the whale was being dragged in by the Superintendent's oxen. Of course, he had to be relieved for purposes of health. You just don't program Indians to do things like that.

I think if you take a good look at the history of Indian affairs, vocational training has been the most important Government program that the Indian has been involved in and still is today. I don't entirely agree with it, but we must work with it. Finally, in the urban centers the Indian populations seem to be getting value from the program. They make excellent heavy equipment operators, keypunch operators, seamstresses, workers in small parts assembly plants--things of that sort.

But the problem is at the management level. Somebody--and I hope I find out who he is--seems to think that Indians cannot be good managers or administrators. For a good many years, people thought Negroes couldn't manage anything. This has been proved wrong. The longer we on the reservations have this Federal brain drain away from the reservations and our talent goes to the urban centers, the more difficult it will be for us to manage our reservations.

The emphasis should be, if there is to be a training program, aimed at utilizing what is evident on the reservation as far as jobs are concerned, and the Indian people should be given the opportunity to work as close to home as possible. Now, this is how success comes about. I know most of the Indian people in urban centers are working and saving their money toward that day when they can retire and go back to the reservation. They don't like Los Angeles or Chicago. That is not their home. This idea that we are an entirely urban nation is false. There is nothing wrong with rural America. Some of our greatest values have been developed by rural America.

I don't think that our teachers in vocational training areas and in public education have the necessary tools to teach minority groups, especially the Indian population. You have to know the people you are teaching and they have to know about you.

The classical situation of the teacher looking out into the classroom and not seeing anything except the student is not a very good idea. The teacher has to look out there and see not only an Indian, but a Mexican, a Chinese, a Japanese, and he has to respond to their world view. The idea of pounding something in someone's head and expecting to come out with a finished product just doesn't hold. As you know, a large part of vocational training today is aimed at minority groups. But I think you are all going to fail if you don't somehow influence our teachers to be more sensitive to the backgrounds and needs of minority groups. There is a great deal of difference between the Spanish-speaking Puerto Rican in New York and the Mexican-American in Albuquerque, New Mexico. There is a great deal of difference between the Indian in Washington State and the Paiute Indian in Nevada. But it is not difficult to at least be respectful to these differences. Besides, it's interesting. I have talked to a group of teachers who are rebelling because they feel that the teaching profession has become very dried-out and boring. I think they have lost their personal initiative.

An old tribal member gave an address to a high school graduating class last week on an Indian reservation and he had only a few short words to say: *Good that you graduated. Good that you made good. Good that you could come home. Good that you can give hell to the teacher. When you get out of school, give 'em hell, because they need all the hell they can get.*

Remarks Concerning Vocational Education for the Spanish-speaking Community

Mr. Eugene Gonzales
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Division of Instruction
California State Department of Education
Sacramento, California

Introduction: Dr. J. Clark Davis, Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno.

We have a lot of militancy in California like everywhere else. When the Brown Berets blow up offices in Los Angeles and San Diego and now Oakland and San Francisco, it is difficult to get the job done. It is true in all parts of California that militancy seems to be the thing to do. Yet we have never had a course in it. It is not listed in a college catalogue.

In California, not only because of unification which is taking its toll, we have superintendents who seek other jobs because of the viciousness that they face in terms of the disadvantaged segments of the population. I am very concerned about this because in California we have a high percentage of minority groups--there are 2,000,000 Spanish-speaking people and 1,500,000 blacks; they comprise a share of the highly mobilized metropolitan areas. The Bay Area has a high percentage of blacks. The Mission [District] group in San Francisco began to voice an opinion we didn't like to hear, but with quite a bit of force and vigor.

You wonder what this has to do with on-the-job training for teachers. It has a lot to do with it. We have a lot to do and I would like to look into that with you.

We have a program which I am very proud of, starting from elementary school and going all the way through university for teacher training in vocational education in California. At the same time, I am not sure you need to know a lot about any particular phase of it to talk about it.

There are lots of things I would like to say to you that might be of help. When I met Jack, we talked about what is needed for teacher training in the metropolitan areas. Although I am drawing on my experiences in California, I would say that they are not unique. There is not that much difference. When you're hungry and out of work, you look the same as anybody else. You are desperate and need money for you and your family to exist.

We have been pleased in California with the work done through the Vocational Education Act. We have some 80 junior colleges, and yet the responsibility for assuming the allocation of funds is under the State Board of Education. There are some states veering toward a separate board instead of the State Board in cooperation with state colleges.

It seems to me that what we have done with skill centers, particularly the one in Stockton and the one near Alameda County, whereby people were brought in who know something about the community, has been very good. You just can't go out and find a person from a minority group and say, *Here, we have a live person, you can teach him and show him what to do.* He may not have empathy with the people. That has been seen very readily in the programs in East Los Angeles, where we have people who seek an advantage in getting the job. Just being available, and just being made a director or a coordinator, in itself, is an advancement for many people.

I think most people see some advantage in being involved--some prestige goes with it, whether for political or any other reason. What I am saying is that many times the leader of the community is not necessarily the person who puts his hand up. Sometimes the leader is someone very quiet who owns the corner grocery store, or the carpenter down the street, or a person with a minor job in the community who is respected. These persons you have to find. Many times that person who is very quiet is the one who is respected the most. When you look for people in the area, really look carefully. Mistakes have been made and this is where the headaches come from. If you don't believe me, just ask some of the people in California who are involved in this right now. At the same time, I would not try to discourage anyone from trying to develop such a program because these people are the ones who can make the program--or give you a bad time.

For example, during the Watts situation it was found that those people with the least amount of involvement in school centers in East Los Angeles were the ones who were ready to help when the chips were down and others were trying to say, *You aren't doing anything for us. You aren't teaching us. Give the job to somebody else. Quit and get a job with someone else.* And they really meant it. These people, appointed by the school system, going through OEO and various endorsements, etc., believed that they should give up their jobs and give them to these people. This is when industry moved in. This is all right. I think competition is good. In fact, we have situations where some of the best programs in California are done by those involved in troubleshooting programs, job training programs, etc.

There was one group in the East Bay Area who came to us with only a piece of paper with the names of those who were helping and endorsing them. This happened to be a group of Spanish-speaking people in that area. They had no money, but lots of ideas. They wanted to do things differently. But they didn't have anything. They didn't have anyone with a Doctor's degree on the staff; they had no buildings; they had no playing field, etc. But they did have a lot of guts and enthusiasm. Well, a few rules were bent and they were given the opportunity to learn basic skills. They have done a terrific job.

How did they do it? I'd like to share their story with you. First, they didn't know anything about credentials. They just went out and found people who they felt could do the job because these were the people they had been working hand-in-hand with in the community. They came to school or to the classes like the others did. They had to stay up late and go through the training and other parts of it. At first we looked at this with dismay and thought we'd give them a month or two. Well, we're still waiting and that was two years ago. They had problems with the audit, but we helped them out. They had problems with contracts, so we sent in staff. Then there was competition from other groups and junior colleges. They were criticized for not having proper credentials and other attributes of a college institution. It was true. They did have people without credentials and the paper work and the documents to call themselves a professional institution, but they were getting these people trained. They were also getting some of these people to speak English, because many of these people had real rapport, and they didn't speak English any better than the students did, and they were getting extra help in the evenings and in the pre-service programs. So at least they knew a little more than they did when they came. It's the same thing as the question, *How does the teacher keep ahead of the kids?* By boning up in the evenings, so as not to be embarrassed by the kids.

The essence of success was that for the first time the people who came into these programs felt comfortable. They were outside the institutionalized setting. In fact, the place didn't look like a school at all because when they first came nobody would rent them any buildings. The junior college and secondary school administrators didn't want these people around. After all, how would they mingle with well-dressed students who drove nice cars?, etc. It was that kind of a deal. We put obstacles before these people, even though we are trying to help, and discourage them from doing certain things.

When I was teaching adult education one time in Whittier, I didn't know any better and started teaching the class in Spanish. It was great--we talked about our problems, in terms of planning for Social Security, job planning, etc. I thought I was doing great. Pretty soon the job was more than I could handle, so I asked my supervisor for another teacher to take half the class. The supervisor came the next day, listened and then asked, *Don't you know it's against the law to teach in Spanish?* I said, *How can I teach if I can't communicate with them?* He said, *Well, you can't do it. In California, you can't teach in any language other than English.* I swore then that I would have something to do with changing that law, and three years ago we did change it. And that is the way I think it should be all over. This made a big difference. All of a sudden, people could communicate. They could go to people better versed in Spanish (or whatever the language) than in English and communicate. But I warn you, it's a different type of cycle. You just don't get the fathers and mothers, but you get the children too. They come in and crawl all over the floor and sometimes disrupt things. If you can't put up with these things, the direction should be toward a different level of income and people.

We also hear the word *disadvantaged* and *culturally deprived.* I don't know what the terms mean. I just don't know what the people mean, but I still get a little uneasy about it. Maybe they should use some other term--under-educated or under-employed. Perhaps they should say *culturally different.* How culturally different? They start talking about it and all of a sudden the cultures blend together. As I came down the street over here, I was aware of the blending of our cultures in the Southwest and the Northwest part of the nation. No self-respecting restaurant would dare open its doors anymore without selling tacos and tamales. This is the thing to do. And this is how we have to talk about communications in our schools and we haven't been able to do that.

I asked some of my people in East Los Angeles for their ideas about what I might bring to this group today; they gave me many more than I could use, but in looking them over I think it might be well to discuss the area of curriculum and curriculum materials.

We have become used to using the dried-up, outmoded, encrusted, obsolete materials that we've used for adult education in the past. It didn't work for us, so how can we expect it to work for these people? Simply because they can't speak English well or can't read it well, we push this across on them, yet we know that in regular class, from the techniques we have learned in teaching the retarded and the handicapped, what can work. Adult education has gone ahead because it has gotten ideas from the other disciplines. I would like to see the day when more vocational education areas get some ideas from other courses being offered in adult education and to the regular secondary student who is having a rough time. This is not done well enough; in fact, I haven't seen any indications that show that it has been done.

Three years ago, we had a three-year study on materials for the Spanish-speaking. I went to the first session. The publishers were bringing in their wares. I saw materials for adult education that I had discarded when I was teaching adult education in the early 50's, or materials with a face-lifting--they had painted the faces brown for the Spanish-speaking kids and black for the black people. This is not going to work. Until you change the concept of what education is (which is to help people)-- it must be *we* and *us*, not *you*--we are not going to communicate.

I was able to work with a person with quite a bit of insight into teacher training in East Los Angeles. For a long time, and I am speaking of one of our well-known colleges which is located right in the heart of metropolitan East Los Angeles and across the street from 400,000 Spanish-speaking people, they would never send one of their teacher-training candidates to any of the schools in the area. Why? Because it was degrading. You just didn't put your students into this situation because the other students would look down upon the cadet teacher or would talk him out of it. So they were sent to more affluent areas around Beverly Hills and Culver City; finally they began to realize that the people placed in the secondary and adult schools in East Los Angeles were people who really didn't want to be there.

So, how do you get people to know the community if you don't give them face-to-face experience in the community? The first thing you have to do is to spend time with these people and not just talk about it. You might go on a field trip and buy a Chicano an enchilada in the market, but I mean a real face-to-face dinner or a live-in. We think it is great to send a daughter or son to Mexico to live with a Mexican family in order to learn Spanish. I don't think the same thing is true in the United States. Why? Think about it. You will have your own answer.

We still have this idea of cultural disadvantage. I think this whole thing about a cultural difference is a myth. Try to find the differences and they are very little, because the Southwest is unique. Even though we get 2,000 Spanish-speaking people a month in Los Angeles alone, the people that are there can assimilate them very easily because some of these people are from highly educated classes from South America, some are from Florida, and there are professionals who can't teach in the United States. This is true all over. But it isn't as easy as you think to get across the concept that we have to accept them as they are.

In some of the communities in which you work there are a lot of old homes in need of paint, new fences, etc., but some of those people, if you check up on them, make a good living. It isn't just those living up on top of the hill struggling to meet their mortgage payments every month who are making it. Some of them are just barely making ends meet like many Americans are. They're part of the stream too. But there are many people in those barrios who make a good living and provide well, but they like to stay with their people to give help and consultation.

It is grotesque at first--like this deal we had about a week ago. There was a little party for a group of people who had gone through a training program run by a private organization. They taught people how to speak English correctly so that they could order well, they could fill out a job application, they knew how to dress well, etc. They were having a good time. There was music and they started dancing. Then a fellow who had been speaking good English all evening, went up to the orchestra and said, *Please play "The Shaadow of Your Smile," or "Moon Riiver."* If you're not Spanish-speaking, you won't get the joke. The point is, unless they are really accustomed to speak in that language every day and lose their inhibitions, you're really not going to get as far as you would like to.

Now, I am not talking about drill; I am talking about the occasion to speak English, the same as somebody who goes to Mexico to learn to speak Spanish. It is the same thing in California.

First, there has to be an interest. I learned in working with so-called disadvantaged youth or the culturally disadvantaged that you go to doors and you knock, and if you are wearing a suit and tie, they won't open the door because they think you are a bill collector. In fact, we look like bill collectors. Maybe the third time they'll open the door. If they do, they keep their latches closed on the screen door and talk through the doorway. They'll speak to you in Spanish the first couple of times. You go back again and they throw in a couple of English words to see how surprised you are. You then try a little Spanish and they speak English. Then you try to speak Spanish and they don't speak Spanish, because they speak English. That is what we must do in the public schools We must draw them out and we have a long way to go.

I have seen some programs afraid to switch from the native language in California--whether it was in Portuguese, French or Spanish. We keep them down too long in that one tongue and don't teach them how to speak. That is one problem we have with bilingual education. Many people object to a *let down* if you overdo it, but it you don't start the communication aspect with them in their own language you never get to them.

I was raised in a small village near East Los Angeles. There are some families there who continue to talk in Pachuco talk. The word originated in World War II, when some of them were caught by sailors and had their hair cut off. Anyway, the story to this is that in those days they had a way of taking care of those who needed real training. They had their own solution. Some fellow who was very sharp in economics figured that for $14.35 they could ship back the family to Mexico, and that was done in those days. So they didn't have a problem in East Los Angeles. For $14.35 they shipped them back across the border. What happened was that many people born in the United States, American citizens, were shipped back to Mexico with their parents. Then, when they tried to get back, they were called aliens and were arrested, and that was bad too. This is something they haven't forgotten. So when we are looked at with some dismay and suspicion, we have deserved it in many ways. We have asked for it.

We have set up beautiful buildings, but I am not sure I would recommend that you bring low social and economic groups or the hard-core unemployed into this setting to teach them. Maybe I am speaking out of turn, but I think I would hesitate before I would do it. There are many places that can be used--even an abandoned warehouse or an old Safeway building will serve better than an expensive plant downtown. Otherwise, before you know it, your students will have excuses--no babysitter; somebody stole my car; I don't have any clothes; my grandmother just died. And they are thinking, *We've had it; we don't understand what you are doing and we don't see any purpose in it.* This is what their feelings are over and over. But they don't tell you. They're too polite. What they are saying is, *Mi casa es su casa--My house is your house*--but none of us would trade with them and they know it. Other things they have we might not like to share with them either, so they know this is just a gesture of hospitality. What they are saying is, *If you like me and want to be like ourselves you have to be part of us.*

We also know this is one of the biggest problems we have had in California--teachers get into their Cadillacs or sports cars and go 30 miles across town to get away because they're sick of being there all day, and they want to get home and feel clean again. They're not kidding anybody. The kids know this.

When the teachers went on strike, it was amazing to watch the reactions of some of the students, who went to the teachers and said, *Because you went on strike, we think you really care for us and want to do something for us.* Don't get me wrong. I don't agree with this. But students have various ways of reacting to what teachers and others do, even though the teachers have different reasons than what the student thought--it was a sign of belonging and identification.

This is what we need in our public schools and I think we can achieve it. We have the talent, the experienced people who can be brought in to tell us how to do it. We have people from universities and from Pace centers and elsewhere. They have a lot to offer. So there are ways that this can be done.

In the area of teacher training, we still have a long way to go. Last Friday in San Diego, the State Board of Education was presented with recommendations to accredit colleges and universities for teacher training. Most of the programs had been cut down from five years to three. The Board looked at some of these schools and the problem of credentials and said: *Are they really committed? What are they really doing?* And our people had to admit that in some of these cases, courses hadn't been reviewed or changed for many years. So some of the colleges and universities were knocked down from three years to two. In fact, the Board wanted to make it one year.

Those that had some idea about what was going on said, *What's going on here? What does this mean?* It didn't mean they thought those individuals or institutions were poor or were so bad they needed to be changed or that courses had to be dropped. They were just saying, *What is really going on to cause people in the community to have this sense of direction?* And this put the monkey on our back, because we're the ones who are responsible. The community will no longer take mediocre work or warmed-over material. They've had it and they're not going to take it any more.

I go to a great many meetings in the state and have sat on various panels. People look at me and say, *You must have all the answers*. Well, I don't have all the answers. I have looked and listened and have found some good ideas not yet incorporated in teacher training programs. No amount of credits or units or hours per day can assure the community of good teachers. You can't set a minimum--say, that every teacher should have a minimum of four hours of remedial reading and then expect the teacher to go out and start teaching it. It doesn't work that way.

The way I do it is sneak down the hallways and peek through the windows and watch the teacher I think is doing the best job. How do I know? I listen to the kids, they know. Or I watch the principal show visitors around--he will always take them to the teachers who are doing a good job. He knows where the good programs are.

We have some people who think all you have to do is take a course in Spanish or French or German or, in some cases, Indian, and then you will have solved your problem, not realizing that 98 percent of the people can't even read that language. Some may be able to speak it, cut can't read and write it. That doesn't work either.

Other areas have figured, well, to get to the community we'll go out and hire people from the same strain. They hire people from the area, but the people can't speak Spanish. Then they wonder why there are problems in the community. What I am saying is you can't fool these people. Just like I can put on a serape and a big hat, go to Mexico and speak Spanish. But I can't fool the Mexicans--they know by looking at me that I'm not Mexican. And that's what's happening in our state. You have to make sure that the people you hire have rapport and communication. If you don't, you're lost. And who are the first ones chastised and called bandidos? They are the soft Mexicans, what we call the Mexican coconuts, white in the middle and brown on the outside. This is going on, not only among the Mexican people, but among other minority groups, and there are more of them than there are of the others.

This whole aspect of what needs to be done in the training of teachers in vocational education is a very important part of our education program. We must get to the parents or it is never going to stop. Unhappiness breeds unhappiness. That in turn breeds frustration, anxiety, contempt. Where there is contempt the whole cycle begins all over again; and we never get to hitting the problem directly.

I am proud of the vocational education program in California, even though I have made some disparaging remarks about it. I think as a group we are on top of these things although we still have a long way to go. I wouldn't share what I have said to you with any other group. But you understand and that is why you are here.

So when you think of a model or a plan, think about those people that you are going to communicate with and make sure you have people who can communicate, what psychologists call *link agents*. When you think about these things, employ humanism. Look for communication. With whom will you talk? Go out and canvass the community. Its leader may be at some lady's place where everybody congregates for advice. Know who the leaders are and seek them out, because when you need support for whatever you may be doing, you just don't go to the most prominent person in town, give him some money, and have him put on one of those tea and punch deals. Instead, you let somebody do it who has the most knowledge of the community. Then everybody comes. The kids come, the chickens come, the relatives come. They bring their guitars and it is a real fiesta. But before you do that, tell them what they are there for, and inevitably they get the word and they may have answers. And if you start talking about *you people*--that's the worst thing you can do. *You people* is *us*. If you say *you people*, you've had it, you alienate yourself immediately. Because they don't have anything to lose, you know. They are in despair now. They can't go any farther down.

But we are professionals and if we lose this somebody else will come along and take it away from us. And we hear this all the time--why are we giving so much money to the public schools, to junior colleges and colleges? We can do it so much better. And in many cases they have shown that they can. They are hung up by our verbalism, our gobbledygook, our insistence on the credentials system. I am for credentials, but just look at them. Does a person really need them to put across the word? Does he have to have that 1-A or 2-B course to teach or can he communicate? We can brush off some of the roughness and give him some polish, and he in turn can be effective. But they ask, *What can he do?; What are his qualifications?*

Now, I admit, I am talking big, because we in California haven't used this method, but I think this is the direction in which we are moving. Credentials are a way to go and change is difficult. But we ought to learn the way the medics have. They give some of the responsibility to other people and this is the way it should be in education. Look at how you are working, with whom you are working, and keep your fingers crossed.

We have a long way to go in teacher training and in changing the structure in terms of new blood. Many people want to change the structure, but they don't have anything to offer in its place. But I think what they are saying ought to be listened to. I don't agree with what some youth in the United States are doing, but I want to hear what they say. It means something is wrong and we'd better do something about it.

I know what you are doing is right, and together we might solve some of the problems.

Introduction for Principal Address

Mr. John R. Gamble
Deputy Superintendent and Coordinator of Divisions
State Department of Education
Carson City, Nevada

Introduction: Dr. Len L. Trout, Assistant Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno.

Administration, particularly of vocational education--maybe I should say creative administration of vocational education--to me is the key to expansion and development of vocational education in general. This is all-important to the future of our country.

We in Nevada, and maybe I should say specifically, we in the State Department of Education, believe that it is essential that vocational education and liberal arts education (as it might be defined) must be considered as one entity, because each one depends on the other, particularly in fulfilling the overall scheme of societal needs and aspirations. I think it is up to us to develop administrative techniques to bridge this gap. It is a gap that to me often puts liberal arts in competition with technical education, and I don't think it should be this way. We in Nevada have attempted to put in an Associate Superintendent over both our curriculum and instruction branch, which deals with academic education, and the vocational and technical education branch, in the hopes of creating a single set of objectives and goals for each branch to work out so that we have improvement of public education in the State of Nevada in a general way and not focused on one or the other, but education to meet both the needs of children and of society. I started as a vocational education teacher many years ago and then moved over into administration, and I sometimes wonder where I belong--on which side or, rather, how to bring it together so there is no side.

Principal Address

Honorable Rocco C. Siciliano
Under Secretary of Commerce
Washington, D. C.

Introduction: Mr. John R. Gamble, Deputy Superintendent and Coordinator of Divisions, State Department of Education, Carson City, Nevada.

We live in an era of almost constant change. The pace of technological advances over the past three decades has been truly startling. Nowhere on earth are the benefits of a technological society more evident than in the United States. We have a car for every other person in this country, and a television for every third person. We produce over a trillion dollars of goods and services in a single year.

All of this prosperity exists because American workingmen have consistently been able to master the increasingly complex tasks necessary to provide our high standard of living. To maintain our way of life, jobs will continue to become ever more complicated as our technology advances into hitherto unexplored areas. Our potential is almost limitless, provided we are able to meet the demands of an advanced society.

However, we at the Department of Commerce have noted several factors which could seriously impede our continued growth unless immediate and decisive steps are taken to remedy the situation. I would like to discuss with you today just two problem areas which I think have particular relevance to vocational education.

I am sure that everyone here has heard countless references to the growing trade deficit of the United States. While this is the result of a multiplicity of factors, one significant contribution to our trade imbalance is the fact that this country is gradually losing its status as the technological fountainhead of the world.

While we are still the greatest innovator in the world, we are coming less and less to be the country which applies the innovations we develop. Other nations are stepping in and mass producing the by-products of our advanced technology. Thus, while we continue to develop the latest advances in televisions and automobiles, our domestic markets continue to reflect an increasing percentage of foreign made cars and television sets.

Obviously, there is no single reason for this problem, but a significant factor has been the inability of our domestic producers to find the necessary manpower pools skilled in producing our high technology products. More and more, our domestic manufacturers are establishing foreign plants to avail themselves of high skilled foreign labor supplies. This is due, in large part, to a very scarce and consequently high priced, domestic labor supply.

In simpler terms, while America has succeeded as never before in producing a better mouse trap, it has apparently failed to educate a labor force capable of mass producing that mouse trap.

What can you, as educators of tomorrow's vocational instructors, do to correct this very serious threat to American prosperity?

To begin with, our vocational education must keep pace with our technology. Every advance in technology automatically mandates a new educational requirement, a new skill, to apply that technology. For example, the anti-pollution efforts of the ecologist and the hydrologist must be supported by competent technicians. We must have the repairmen for the closed cycle water purifier just as we must have the skilled worker to build the future precipitous air purifiers.

Vocational educators must become extremely sensitive to changes in our society and they must adjust their educational efforts accordingly. We cannot afford to have a lag between the development of an idea and its application by industry. To assure this we must have a work force acquainted with the latest in technological advances.

The Vocational Education Act of 1968 provides an excellent vehicle for the creation of new programs in developing fields of technology. Funds are provided for educating individuals in emerging occupations--the technicians of tomorrow who can produce and repair the better mouse trap. I would urge everyone here to make maximum use of the new Act in updating your course of instruction so that the teachers you send out can meet the challenge of constant change.

However, it is not enough to provide the manual skills necessary to deal with developing technology. Efforts must be made to relate the skills learned in the classroom to the job to be done in industry. Business, industry and education must undertake a massive cooperative effort to develop a program of applied instruction.

We read constantly of the insulation of our educational institutions. Nowhere is such insulation more harmful than in vocational education. It is not enough to teach a student job skills in the quiet of a classroom. He must relate the skills learned to the tasks to be performed--he must develop good work habits, he must realize the educational potential of his work, he must learn to get along with others and work with them to produce a final product.

Beyond this, he must gain an appreciation of the free enterprise system in which he will participate. This is perhaps most critical. Too many of our students are learning the basic skills only to *drop out* of society or to look upon their job as a necessary evil of life. A growing number of our young people are becoming disenchanted with our free enterprise system. Efforts must be made to involve them more completely, during their educational period, in the fruits of our way of life. It is only by making the educational process a participatory one that this will be accomplished.

A growing number of companies are altering their hiring practices to recruit students who are still attending vocational institutions. By so doing, they find that they can cooperate with the school in training the student. At the same time, the student can relate the skills he is learning to the tasks he will have to perform. Most important, participation in our enterprise system becomes an integral part of his education. He is not suddenly thrust from the comfortable corridors of academia into the harsh world of industry. Instead, the two reciprocate--his job contributes to his education and his education to his job--and both benefit.

Beyond updating vocational education and involving it more completely in the business process, it is also becoming increasingly necessary to change the image of the worker in American society. In recent years, Americans have come to look down their noses at what we classify as *blue collar workers*. While I will not now catalog the reasons for this phenomenon, I believe the effects are all too evident. Students are no longer seeking out fields of technical endeavor as they did in the past. To cite but one example, enrollment in engineering courses decreased last year consistent with a nine-year trend--this in a time when college enrollment generally is on the increase. While an engineer would hardly qualify as a typical blue collar worker, I think the statistic gives ample evidence of a very serious and undesirable trend.

The results are all too obvious. Lacking an appreciation of their own part in the American economy, and failing to be recognized for their contributions by other members of society, our technical and blue collar workers may someday reach the stage where they feel no pride in their work. In turn, our youth will no longer find such occupations attractive. Thus, both our manpower and the quality of our workmanship will decline and give the way to foreign incursion.

The educational response to this dilemma can be described in a single word--involvement. Vocational students must be made to appreciate the part they play in making a better society. They must be shown the positive contributions they can make so that they will take pride in their work and in the fruits of their effort.

We can no longer excite the imagination of our youth by describing jobs in terms of their earning potential. This is no longer a prime consideration for the youth of today. Consequently, we must rethink our own attitudes regarding manual and technical labor so that we can describe them, and teach them, in a manner more relevant to the interest of today's youth.

Future auto mechanics should be made aware of the significant contributions they can make to auto safety and to environmental improvement. They must be acquainted with the broader scope of their efforts so that they can take a pride in what they are and what they are doing. Once, in a far simpler society, this was an easy and obvious relationship. But technology has made our world complex and we must now undertake to educate vocational students with regard to the positive contributions they can make.

Obviously, this cannot be accomplished unless we first instill in our educators an appreciation of this very significant problem. Therefore, I would call upon each of you, in preparing future vocational instructors, to make them sensitive to this extremely important aspect of vocational education. Pride of workmanship must be transmitted to the student along with the skills or it will not be transmitted at all.

Minority Vocational Education

A second problem of particular relevance to vocational education concerns America's racial minorities. It is appalling to learn that in this land of plenty, 17 percent of the population owns less than one percent of the capital assets of American business. So complete has been minority exclusion from business ownership that almost one-fifth of our population has no business heritage whatever.

President Nixon has undertaken a massive effort to correct this situation. The coordinating body for this effort is the Office of Minority Business Enterprise, located in the Department of Commerce.

Our early examinations of the problem have revealed that there are four components to any successful business, and that these components must be made to apply to our minorities as well. They are:

1. A qualified or qualifiable man;

2. A realistic business opportunity;

3. Adequate financial resources; and

4. Technical and managerial assistance.

In the last three categories, the government can play a significant role. In fact, we have made significant advances in locating opportunities, sources of capital and management and technical assistance pools.

But the first area in which we have encountered the most difficulty, and the one which is the most critical to the success of the program is finding the qualified or qualifiable man. Not only has American business failed to provide the opportunities for our minorities, but American education has failed to equip those minorities to take advantage of business opportunities.

The most traditional characteristic of the American enterprise system has been the ability of talented individuals to work their way to the top. Horatio Algers' pervade the history of American business. But we must remember that even Horatio Algers' had a chance to learn the skills necessary to move to the top. Such has not been the case for American minorities.

As our Office of Minority Business Enterprise attempts to link up individuals with available opportunities, it becomes abundantly clear that our minorities have been denied a basic education in the skills necessary to assume managerial and ownership positions. Someone cannot own his own television repair shop unless he can repair televisions. Service station ownership is not economically feasible unless the owner has auto repair skills. The problem pervades the ownership of every business where a technical skill is involved.

As a partial solution to this problem, the Office of Minority Business Enterprise has intensified its efforts to provide technical and managerial assistance to new minority businesses. We are endeavoring to obtain commitments from American industry to allocate a portion of the work force to assist in the creation and functioning of minority businesses. In many instances this is providing a critical training period for the minority entrepreneur to learn the necessary skills of his new business. But all too often this simply postpones the day when the minority entrepreneur must employ his own skill in running the business.

As educators and administrators of vocational education, you can play a major role in correcting this situation. It is no longer enough for our educational institutions, especially our vocational institutions, to simply open their doors to minority applicants. They have been denied too long to take these opportunities on their own initiative.

It is for you to undertake a massive recruitment program. You must seek out minority students, develop ways for them to receive vocational education, and thereby provide America with the raw material of business ownership. What I am asking for is not simple. It will require further expenditure of your scarce resources. It will entail frustration, occasionally even community resistance. But it must be done if equal opportunity is to mean anything at all in America.

Conclusion

The investment a nation makes in developing its human talent will determine its future. As a nation we can no longer tolerate the burden caused by the unemployment of persons because of a lack of necessary skills. An individual idled because of obsolete skills is an indictment of our educational process which must not be allowed to stand. We cannot permit the pace of our society to abandon energetic and willing workers in the backwaters of outmoded crafts.

Nor can we retain our dignity as a nation if a major portion of our populace is denied effective access to the mainstream of our economic life. To each of these problem areas you can make a significant contribution. I urge you to make such a contribution so that we can all enjoy a better life.

JUNE 16

FEDERAL FUNDS AND FENCES

Amplified Telephone Orientation

Dr. J. Clark Davis initiated the theme *Federal Funds and Fences*, by moderating an amplified telephone conference with the following congressmen: Senator Howard W. Cannon of Nevada (Panel Coordinator); Senator Warren G. Magnuson of Washington; Representative Peter N. Kyros of the 1st District, Maine; Representative Lloyd Meeds of the 2nd District, Washington; and Representative Roman C. Pucinski of the 11th District, Illinois.

J. CLARK DAVIS: Our first question will be directed to Senator Magnuson. There is a keen interest here in the changes of the key people in HEW, and we wonder how this will affect education in the near future and in the months ahead. What effect will it have on fiscal '71 funding?

SENATOR WARREN G. MAGNUSON: I just don't know what effect this change is going to have. It is the culmination of a lot of frustration, but things are still going on in HEW. I don't think it will have any particular effect on funding for fiscal '71 because we are now in the process of hearing witnesses on most of the HEW and Labor Department appropriations. The education part of HEW is now on the Senate floor, and we have marked up the Bill for fiscal '71. The only changes may be some supplemental requests from the Administration for amendments on the Senate floor. I think it will have a great deal of effect on making up the budget which begins now for fiscal '72. By September or October we should know what programs we are going to eliminate, to beef up or whether we are going to bring this whole thing to a standstill.

J. CLARK DAVIS: The second question is also directed to you, Senator Magnuson. What does Congress expect from university and/or teacher education institutes that are involved in the training of vocational education teachers?

SENATOR WARREN G. MAGNUSON: We expect and do hope for real leadership in bringing quality and excellence into education at all levels, especially in the secondary and elementary levels in the broad field of education. Today, of course, many students complain about the system. Some of these complaints are not justified. Many are not new. We all know teachers who could not teach. But we can't avoid it. We are dealing with human beings.

Now, when we talk about the statistics of the conference that you folks are talking about out there, we are quite concerned here with the field of vocational education. We feel that you have just got to make the curricula and do the kind of job necessary so that we can show results. When we ask for program appropriations, you can't just point out one area or one state and say *this is good* and expect us to broaden the scope of the vocational education program. It has to be on all levels, and I think you people are aware of this. The very fact that you are having this conference is a good thing.

Now, this must be communicated to Congress. The best way to communicate that to Congress is through your own Representatives. Point out that this is not only a need, but that you are showing results in this field. Your Congressmen will support you.

J. CLARK DAVIS: The next question will be directed to you, Senator Cannon. What is your reaction to the needs of the labor force and the need for a teacher force to support employment needs of urban centers?

SENATOR HOWARD CANNON: Programs in vocational education must be based on an understanding of the close relationship between vocational education and the real world of work. Instruction must be related to job opportunities. It does no good to train keypunch operators when there are no openings in the community for that skill. Training must always be related to the job market.

In vocational and technical programs, educators should explore programs in the work-study program where a student receives part of his education on-the-job with pay. The students get related training with work experience. It may be the latter--the work experience--more than any other factor that is keeping the student in training.

You can't look to the Government for sole support. This is a job that must be done by the business community as well as educators.

J. CLARK DAVIS: Congressman Pucinski, the next question is directed to you. What is the university's role in training people to teach and work with metropolitan area vocational students?

CONGRESSMAN PUCINKSI: I think the universities will have to provide the leadership in developing curricula and developing teaching personnel. We are moving toward a trillion dollar economy in the next year and a two trillion dollar economy in the next nine years. The enormous manpower needed by this sort of growth is going to require the universities to play a key role. We have 5,000 new job skills and we have to develop curricula for our teachers. I consider vocational education so all-important in the next ten years that I have asked the President to appoint a vocational educator as the next Commissioner of Education, who could give emphasis, thrust and direction to assure that every youngster in this country graduates with a marketable skill. Even though many college kids have to work their way through college these days, I am disturbed that by 1975, less than five percent of all the jobs will be available to unskilled help. So, the universities must develop realistic and meaningful training programs both for teachers and students. This is going to be an enormous job.

J. CLARK DAVIS: Congressman Meeds, what is your impression of EPDA? Does this warrant your support in the future for upgrading teacher education?

CONGRESSMAN MEEDS: Generally, I have been quite satisfied with the development taking place under EPDA, and I am particularly happy that this year for the first time the Office of Education has earmarked a sufficient number of slots for the educational development of vocational and technical administrators and teachers. As a matter of fact, I know some people who have entered in this training program. I think we have given enough emphasis to Congress on the need for vocational teachers, and it caused the Office to finally recommend a special category. I think this will be very helpful in the development of teachers in the future. I think you know that what Congressman Pucinski says is true. We are going to need teachers and administrators in vocational and technical fields. These courses should be made available to all people.

J. CLARK DAVIS: Congressman Meeds, regarding support for research in this total area of vocational teacher training, what types of programs do you personally support?

CONGRESSMAN MEEDS: I think there are a number in the field of vocational technical training which will be given increased emphasis. I think the first thing should be curricula development. Here, in the Bill which all of us have seemingly worked on, the Vocational Education Act of 1968, we were instrumental in seeing that a separate category was set aside for curricula development. It was our desire that vocational, technical, and academic curricula be combined. We have a lot of young people in our schools today who feel that education is not really relevant to them. These are the young people who, if we develop the right curricula where they are not only learning by reading, but by seeing and doing, these combinations can help. At the same time, we will be developing the reserve of young people we need with marketable skills who will also be totally conversant in the academic field. It is an old fallacy to feel that vocational-technical students do not have skills in other areas. They must have academic skills or they won't be good vocational-technical students either. So this combination should be worked to the fullest.

The second thing we have to think of is the field of research. This will deal with technical-vocational educators and administrators. We must start earlier with our young people--4th-, 5th-, 6th-grade level--by initially letting them know what is available in the field of technical-vocational education. We are spending about 80 percent of our funds on academic training and 20 percent for vocational-technical education. But the results are the reverse. Twenty percent of our young people need academic training to qualify for their choice of profession, and 80 percent need vocational-technical education for their work. We are out of balance. One reason for this is that young people don't know what the field of vocational-technical education offers. So, if we start earlier and have more intensive counseling at the junior-senior level, pointing these young people toward this type of training, we will be more successful.

J. CLARK DAVIS: Congressman Kyros, I will direct my next question to you. What is the thinking of Congress regarding the way university teacher education institutes should go? Should the emphasis be on pre-vocational, vocational, terminal, or post-secondary?

CONGRESSMAN KYROS: Well, Dr. Davis, Congress has been responsive to your needs and the needs of the nation for vocational education. I think the 1968 Amendments to the Vocational Education Act now provide for stepping up the quality of education, particularly on the post-secondary level. I think under the Act a lot of universities have been chosen for graduate programs in vocational education. I think, further, that the state is now being called on to develop a massive plan for vocational education training development. I think that under the EPDA program we have to worry about recruitment, to be sure that by 1975 the number of vocational education teachers will have increased from 124,000 in 1966 to about 260,000 in 1975. We have to have time to train them. I think that the EPDA career opportunity program needs to attract a lot of people. So, in the areas you have mentioned the Congress has taken steps to give high school graduates a chance not only to achieve a college degree but also a marketable skill.

J. CLARK DAVIS: Senator Magnuson, what is the best reasonable way to inform Congress of good programs in need of support, both financial and legislative?

SENATOR MAGNUSON: As I said before, you can't look to the Federal Government for sole support. Our budget runs around seven percent, but as Congressman Meeds pointed out, maybe we should try some new priorities. I think the best way to do this is for you to do the job you want at the Federal, state and local levels and then there will be a better understanding and acceptance of these programs. Then the public will know that there are such programs and that the students can be absorbed when they come out of training. You will have to point out where you do have these programs statewide. There are complaints, but many of them arise more from lack of coordination between school administrators and school people as to what are their basic objectives in the field. Congress is sympathetic to more vocational education. We realize that we must, as the Congressman from Illinois pointed out, pay much more attention to our economic future. As a result, the Senate this year (the House is limited by their rules) did offer adult vocational education precedence and allocated 19 percent over last year's budget to it. So you see, the attitude of Congress is that if you produce the right kind of excellent new programs, you will get support.

J. CLARK DAVIS: The next question is for you, Senator Cannon. How can teachers best help the hard-core unemployed? What obligation do the teacher training institutes have to train teachers to help these people (i.e., in-service, special courses, psycho-social)?

SENATOR CANNON: I am convinced that the hard-core unemployed need attention. In many ways, this segment will be the most difficult to work with and to train. The challenge is before you. So many of the hard-core unemployed suffer from lack of motivation and feel rejected. They are very often the underdogs. Your responsibility will be to bring these people out. You cannot expect them to come to you. You must make the initial effort to show interest and effort. You must convince them that they need not be resigned to public dependence forever.

You can't take a recent college graduate and put him in the classroom and expect instant results. So we must recognize that instruction of the unemployed must have a high degree of specialization. Planning agencies at the state level have been charged with meeting the employment need of the community. Planning agencies must designate areas of responsibility to the educators. Duplication of effort must be replaced with a better understanding and stronger commitment to areas of vocational-technical training. Finally, planning agencies must be aware of labor needs. Vocational-technical educators must assume the responsibility of preparing students to earn their livelihood.

J. CLARK DAVIS: Congressman Pucinski, what is the national outlook regarding the training of people to teach in the vocational programs? Is it necessary that training for teaching in urban areas be different from teaching in rural areas?

CONGRESSMAN PUCINSKI: The need for teachers is going to be tremendous, as Senator Cannon just pointed out, for training the hard-core unemployed. We have gone through a rather noble experiment of thinking that perhaps industry could train the hard-core unemployed in factories. We found that it hasn't worked. The dropout rate was high because the hard-core unemployed were being trained for an entry skill. We realize now that it is a much greater job. It is a job of restructuring the hard-core unemployed and it must be handled by professional teachers in technical education where they understand the totality of the program. We will need a tremendous number of vocational teachers in this next decade, particularly teachers who can address themselves to the role of women in the world of work. They are becoming more and more active in the dual capacity as breadwinner and homemaker. So, preparing teachers for vocational training programs is going to be critical.

It is far different between urban and rural areas. It is a tendency to think that agricultural schools are outdated and are going out of business, but I think we ought to remember that agriculture is still the nation's number one employer and we are going to need teachers in the various agricultural areas as well as urban areas. There is going to be an emphasis on training teachers to adapt themselves to post-secondary schools in rural and urban areas. The needs of the next ten years for teachers in vocational-technical education are enormous and that is why in the 1968 Amendment we went beyond a professional development act. We authorized expenditures for more teacher training because we realized the need in this particular field of education. I am pleased to see the number of teachers who are now volunteering--transferring--into technical-vocational education and getting credit. This indicates that the teachers themselves have developed an awareness.

Also, I think our greatest single need--and success depends on it--is to train technical-vocational education counselors. This is the key. In my judgment, in the next ten years, success will depend upon the kind of counseling service we provide young people as early as the 6th-grade level. It will determine what channel these young people will be steered into for a meaningful place in the American economy. I think that perhaps the greatest need is going to be for technical-vocational counselors. I would encourage young people to get into this field. The challenges are enormous.

J. CLARK DAVIS: Congressman Kyros, this will be the last question. What are the things you feel have not been stressed by university or teacher education institutes that should have been in the preparation of vocational-technical teachers? Where have universities missed the boat?

CONGRESSMAN KYROS: There are a few things that could have been done. First, the preparation of teachers of trade and industry has been sadly neglected. I don't think any attention has been paid, as Congressman Pucinski pointed out, to the need for technical-vocational counselors. Third, I think the cooperative work-education program has been too lengthy. These programs are of a five- or six-year duration, and I think that is a real problem. There has been fragmentation and lack of support by the colleges and State Education Departments regarding recruitment for technical education programs and teacher certification policies. In essence, I think there is a division between state and local councils and Federal councils about who should bear the cost of this education. When we see that only 20 percent of the high school graduates in this country achieve a baccalaureate degree, it becomes apparent that the remainder must have some kind of post-secondary educational training. I don't think vocational education should be looked down upon but should be elevated to its proper place in the academic community.

Certain Generalizations Regarding the Disadvantaged

Mr. Donal (Mike) O'Callaghan
President, Research, Planning and Development, Inc.
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Introduction: Dr. Len L. Trout, Assistant Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno.

I would like to talk to you today about the youngster that I learned about in the Job Corps and in Washington, D.C. I lived down in the old Dodge House for a couple of years. It is right near the Capitol. Our office eventually wound up at 19th and M, and I walked back and forth every day. Some of you know the area I walked in and the area where I played ball with the kids on Saturday and Sunday. This was an education for me, because as you have already learned I was born and raised in a rural area, and my undergraduate work was done in a rural area in Idaho. But between that experience in Washington with Sargent Shriver and then going out to Baltimore and Harlem to recruit and set up the first integrated camps in isolated areas in places like Hot Springs, Arkansas, I gained a new perspective. As I talk, I would like to share some of that with you, because some of the information might help in your thinking about the teachers you are going to send into metropolitan areas.

But first of all I would like to touch a bit on background information--Federal-state relations, funding, etc. I don't have any funding information for you, but one of the things we found working in Federal-state relations was that we would go into a state (the first man I worked with was Farris Bryant, former governor of Florida, then Price Daniel, former governor of Texas--I had the good fortune of having Utah, Nevada, Arizona, California, Hawaii, Guam, American Samoa and the Pacific Trust Territories) and would quickly learn that people were not reading the information already available to them.

This came home clearly when I got the vocational education plan for the State of Nevada. It came in three parts. I thought it was excellent and I got hold of some vocational instructors, and I have found two (and I talked to six or seven) who have read the plan. I think it might help to send teachers out in the world to look at the basic information that's already available to them.

For instance, I quote from this plan: *Funds will be available to provide necessary food, lodging, medical and dental services.* This is nice. All parts of the child should be considered. However, nobody applied for this. After checking around, I found out why. Few had read the plan. It is a nice plan and well done.

Vocational educators must be aware of how to use every state and community organization for the benefit of their students. For example, the on-the-job training program is one of the most successful in the State of Nevada. I did a review of it recently and found it had a high rate of success, particularly for our Indian population.

The on-the-job training program, I think could be easily used by your vocational education students to continue training and for earning money during the summer in the fields they have chosen. Again, I found only two out of seven teachers who knew that this on-the-job training program existed. Your neighborhood Youth Corps is another one that can and should be used. Your trade unions have excellent programs. I know the difficulties and understand them, but some of them now are bending over backwards to help in such programs. I will give you an example of the Painters' Union as I move through my talk.

The Concentrated Employment Program in the deprived, disadvantaged areas should be used. And there is still the Job Corps. Most of it has been disbanded because it was a Democratic creation. However, some of it has been retained. There are 26 camps now cooperating to train youngsters; an example of that cooperation will be the Painters' Union.

All of these areas of help--these other agencies--should be a part of the knowledge the teacher takes into the field, and if he doesn't, he'd better find out about them because there are many more than this. For instance, the Bureau of Indian Affairs has good training programs. They have had some real problems, because of relocating the Indian, etc., but some of the technical training courses they have set up for the youngsters have been very good. The youngster of Indian heritage who could not make it because of lack of food and clothes could go to the Bureau of Indian Affairs and find a place where he could go and live, and be fed and trained adequately.

In Federal-state relations, we found several hundred problems, and some I have heard reemphasized today. What we did in Utah, finally, was to take the Governor and all his staff to meet with their counterparts in Washington. I have gone over the problems and found some of the same problems coming up in conversations this morning as we heard in 1968. For instance, during a conference on education in Nevada during 1968 the problems relating to vocational education were brought up. Mr. Bunten voiced the problem of operating on a continuing resolution calling for a stated number of dollars. At a later date, the allotment actually granted was short. Apparently, the shortage was some $11,000. So, the problems evidently have not changed too much, and some of the problems with the Congress will not change too much. However, some of the problems inherent in Congress you will probably learn to live with. Late funding is probably the biggest problem.

We found also in our studies and in our work very little communication taking place in the several states between agencies. What you would hear would be something like this, *You know the Feds. They're really a problem.* Then we'd hear the Feds; when I'd ask them about it, they would say, *Well, you know that state--we're just not getting together on certain problems.* In other cases, I found the two communicating very well with each other, but no communication within their own agencies. In other words, the Office of Education people talked very well back and forth from their Denver office to people in Utah, but I found very little communication between education people and the labor people--in both cases, the state and the Federal.

When you have funding taking place between agencies within states I would suggest that some of these problems be brought out so that the teachers in their conferences within the state can at least try to find out where the problems are. You have to know how to ask the questions before you can get the right answer. These problems do exist. It takes two or three years sometimes to learn to ask the right questions.

Let me give you a good example of this--an Indian program, MDTA Manpower development training for 20 people in farm machinery operation. I went down to Moapa to take a look at it. I didn't find 20 people--I found three people. Why was this? Well, the program had been set up too late by the Employment Security Department. *Where are the Indians from the district?* Well, *The Indians are already using the machinery working in the fields.* This was spring. The program should have been sponsored in the winter. There was very little communication between education people and the Employment Security people. Eventually, they got the number up to more than three students, but the waste might have been shocking.

I realize the values that you as educators have, but it is my opinion that all the training, guidance and counseling in the world is of little value unless it ends up with a good job. And I don't think we can tolerate any system which uses the taxpayers' money for training which does not terminate in a productive job. The name of the game is jobs. Training--and sometimes we don't realize this--is not an end in itself and cannot be treated as such. It is a means to an end.

I remember some of the rationalizations I have gone through in training programs--*This youngster dropped out. He doesn't have a job. But you should have seen that youngster when we got him. He didn't know how to brush his teeth, he didn't know how to comb his hair--and now he does.* This is fine if learning how to brush his teeth and comb his hair helps him get a job and he does get the job. The rest is rationalization. Anything less is a failure.

Some of our training programs, as I go through them in different departments and bureaus, are concerned more with getting one group through and starting another, and don't worry about job assignments. In dealing with the underprivileged, we found that we had to have a long-range goal and that was a job, so that a person could go out and work and live in dignity. But they'd already failed in many cases, and tomorrow is much more important than last year. So we had to set up a series of short-range goals for success to make sure the youngster succeeded with his first task, whether it be in reading, in math or whether it be in a work or job assignment. We learned this the hard way.

We learned other things besides developing a system of short-range success. We learned something about inner city youngsters. The schools had failed them. They were tired of useless activities and teachers who did not understand. Didn't understand what? Didn't understand that the youngsters were living from day-to-day and had been living that way for years. Employment Security had failed them too. Why go down and sit and talk to somebody who doesn't talk to you, or who tells you, *Maybe we can get you a job*. And some of the best examples of this, youngsters have told me. At one time, I had been in every Job Corps center in the nation and knew youngsters by their first names in the camps.

I want to relate some of the things I learned, but first of all, I would like to give you an example of what people think right here in Reno or how they feel about whether or not agencies are serving them, whether or not they are learning in school, whether or not the agencies are really helping them. This is a study done by Dr. Davis, of the University of Nevada, last year. The study asked this question: *When you are out of work, what methods do you use to find work? How do you go about finding a job?* (This is an analysis of the educational and employment needs of the Washoe County Black Community, done by Dr. J. Clark Davis and Dr. Dana Davis.) Here are some of the answers:

> *I go to the employment office, but most of the time they don't find work.*
>
> *Go to individual employers. Do not go to Employment Security, because Negroes cannot get a decent job there.*
>
> *Ask different friends because employment office doesn't pay Negroes any mind.*
>
> *Walk the streets and ask people.*
>
> *Got no job from the U.S. Employment Office.*
>
> *Went to Employment Security, but was never given any type of job.*
>
> *Have been to employment bureaus, but have never gotten a job there.*
>
> *Never received any jobs from Employment Security.*

> *I went to an employment bureau, but never received jobs from there.*
>
> *Very seldom I check an employment office. Mostly, I ask my friends.*
>
> *I did go to the employment office for awhile. Then I got sick of that, because they didn't get me a job.*
>
> *I would go anywhere before I'd go to an employment bureau.*
>
> *I've been to the employment service, but I've never received any jobs from there.*

Now, these are adults. The study was small. There were 409 people interviewed, but these answers are significant because they cut at the very core of the purpose of the existence of the Employment Security Department. This survey challenges its effectiveness with the people it is supposed to help. This is one example. I am not here to attack the Employment Security Department. It is the way that the people see it that counts, the way they see us and the teachers you produce.

The first thing we did--even with this type of information--that is to say, what the Job Corps did (it was one of two major mistakes we made) was to go out and recruit and impress Congress with a million applicants, when there was room for a hundred, thus raising the hopes of youngsters which could not be fulfilled. The next thing was to get Employment Security to do our recruiting for us--the very group that had failed--and then get a nice bunch of stereotyped classroom teachers to teach the kids--the ones they'd already failed and been failed by. In retrospect, it was wonderful. But these were the kinds of things we did. They were wrong. Of course, this has been bettered since the start. Now they've turned the entire program over to the Department of Labor. There has been improvement since 1964.

But to continue. Jobs should be the eventual goal, and when looking at this, to get the jobs, we have to talk about the teachers going into the metropolitan areas.

First, there are some niceties that you will learn from working in congested areas. There are expressions that some of us take for granted that don't sit too well with minority groups, particularly in the inner city. I had a hard time teaching some of my best instructors that you don't send a teacher into the black area of a city until he has learned to pronounce *Negro* correctly. *Black* is better. The word *boy* is not used. In the West, *boy* has no meaning. But if the man who shined shoes to get you through school and to raise a family of 12 or 14 children was your father, and when you got him at work at night and somebody slipped him a quarter and said, *Thanks for the shine, boy,* you might have a little gut reaction to that word. This is minor, but the teachers had better know these things before going into these areas. Things taken for granted elsewhere cannot be taken for granted in the inner city.

What did we really find out about those youngsters? We found several things. For some of them not only had the schools failed them, but their homes had failed them as well. They did not have a symbol of masculinity in the home because sometimes the father had to leave so the family would have welfare help. We found a great many mother-dominated homes. There was no masculinity symbol.

For instance, in my home when I was a youngster during the Depression, a lunch bucket was the symbol of masculinity, and when the lunch bucket came home with an extra sandwich, it was a big thing to get in there and eat that sandwich.

Some of these youngsters in the inner city don't have that masculinity symbol. Their fathers have been emasculated by our system, in some cases long before the children knew them. There is a separate definition of the words *depression* and *recession.* I think President Truman said, *A recession is when you're out of work. A depression is when I'm out of work.*

The youngster in the ghetto area has been born in a depression. He doesn't worry about the stock market. He worries about how things will go when he gets home at night, whether he is going to have enough to eat. He worries about the smell of urine in the apartment building. It gags him. But you know, there's something about those poor people--they're all dirty. And why don't they take care of those nice slums? Why is that smell of urine there? Well, we find out why it is. Because some of the elevators stop only about every third floor, and when a kid has to go and he gets in an elevator that stops two floors from where he lives, he can't wait. He urinates.

I became an expert rapidly. I used to go down in the streets to talk to people at night. It was a way to get to know them, sitting on the curb in sticky, hot Washington at about 11:30 p.m. I was the only white. Youngsters were running around--four or five years old. So I remarked to this fellow I had come to know, *You see, you don't have any home life. My kid is home and in bed at this time of night.* The answer: *Yes, you are right. Your child is home in a cool bed. You want to see where my family is?* So we walked up three flights of stairs. There were bodies on the floor. There was no air conditioning; it was sticking hot and sweaty. That is why the youngsters were down playing in the cool street.

What did we find out once we brought the youngsters together? (You're going to have action--your teachers are going into integrated schools now. Here are some of the problems they'll face.) What did we find out about our blacks? We found that our blacks are physically rugged because the weak ones had died from disease. We found them coming from a mother-dominated family, and we should thank heaven for the strong black woman. We found that they have street sense and ability to organize, to survive and eventually to dominate. The blacks we brought in from the inner cities started to dominate our camps because they had street sense. They had survived in the street and knew how to organize better than any other group. It was not a matter of domination originally. It was a matter of survival and this was the way they knew how to survive.

I'll give you an example. I was taken to a camp where they had confiscated two guns and nobody had seen those guns before. The two fellows who had the guns had been at the camp for six months. I said, *What happened here? How long have you had these guns?* "We brought them with us." *How come this is the first time you've brought them out?* "We had no need of them." I kept digging and I found out that we had an experienced camp director who had come from some agency that had been chasing squirrels longer than they'd been chasing children, and that he had come out to settle a problem wearing a gun; the natural reaction was, *We have a few guns back here too.* That was the way the guns had been brought out. I am glad they were brought out, but not in that manner, because the camp director was relieved of his responsibility. You don't need force to work with youngsters. Force will not be used unless fear is generated by some segment of society.

Now, among our brown population, particularly Puerto Ricans who came to New York (I saw West Side Story like a great many of you did and I thought, *We're going to have some problems here*), I found many to be the gentlest, sweetest, kindest people I know. They were really sweet guys, and I am not being maudlin about it, but I am giving my impression of how they came in and how they worked. We found them more delicate physically than the blacks, but we found a cultural strength, which the black is trying to develop, which bound them together with their language and we made certain not to remove this bond. We found also that they had a strong commitment to family ties and that they really wanted to learn. Yes, they came with switchblades, but how do you survive on the streets, particularly if you are of a rather delicate physical nature and are living in Spanish Harlem? Once they found there was no need for knives, they came in by the sackful. We found in them a desire to please. You knew when you were accepted. When they were speaking Spanish and you came up, they would turn it off and start speaking English.

We had an awful time with some of our instructors to make them understand that if they did not turn it off in many cases they could not express themselves in English adequately. And they had to realize, also, that that is a bond; in going into the inner city and teaching those youngsters, they should help strengthen any bond they had which was acceptable and that they could hang onto. That is why you need more bilingual instructors in vocational education programs than you have today. This didn't come easy to me either. Now, I understand the problem very well.

I remember when I first ran into the Mexican-American culture. I had a youngster with me, Johnny Estrada, who came from Earlimart, California, and if you come from California, you know what Earlimart, California is. He was a good trooper. Every payday his pay went home, from the time he was a Private, through Corporal and then as Squad Leader. He was clean. He was nice. And he was always broke. He was always trying to improve himself. One day in February, 1953, he was wounded early in the morning. He had a nasty cut, and I told him to go get sewed up and to take a few days off. That evening he went back to the front line. He said, *It's Chinese New Year and they are going to come in tonight, so I think I'd better be there to help*. He died that night.

When I got back, I hitchhiked to go to see his family. Here's what I found. I found a man and woman in a two-room house with 12 children younger than Johnny. I went with them to the VA the next day. This was May or June, and they hadn't even received a six-month's gratuity pay. I stood in the background and watched and learned. The parents were ignored. They spoke broken English.

Now, I think youngsters coming into a classroom with this kind of a background must be understood by the teacher if they are going to learn. But to go back to the Estradas--I finally had to get the late Senator McCarren of Nevada to help those people. We couldn't find help of that kind in California.

Among our whites, we found that the poor rural whites near Chicago were very deprived. Physically, they have survived because they were white and had had health and welfare help that the others had not had. But they were very weak physically, they were not well-coordinated, and they had a deadly fear of blacks and browns. And if anything really paid off, it was when you saw, finally, in a camp the white and the brown and the black conversing together.

And then we had a separate group--our American Indians. Now here are really strong cultural ties--so strong that we had a difficult time keeping them within the group because they had this call to go back home. They were not aggressive, but we found out that they did not really want to be classified as a *black*, a *brown*, a *white*, or anything else. They were Indians and wanted to be called such. More than anything else they wanted to assert their masculinity. We taught the Indian that the man should be out working, making the living in his society, and then we turned around and filled reservations with jobs for women and made the men babysitters. We found that the Indians want to do man-type work--heavy equipment operators, warehousemen. They want to identify themselves as such and they have turned out to be excellent workers.

Probably one of the main faults we had in many of the agencies working with the American Indian in the inner cities where they have moved, such as Oakland, was that we did not understand that they do have their own culture, and your teachers must understand this. And whether they be Hopi or Navajo, your teachers must understand it. I know the teachers in Oklahoma understand it because of their success with the Indians there. The teacher must understand that the Indian family might have just come from a reservation, but they have a strength within them which should be used in their training.

And we must understand that sometimes time doesn't mean too much to the Indian in the way that it does to us, and this is one of the things you should help develop--a sense of time, because your student will be functioning in a non-Indian society. We found this rather difficult at first, but you don't push, you don't frustrate people. It's like the short success mark that we tried to set up. If you try to do everything at once there is frustration and the individual is lost. This did happen in our first work with the American Indian.

I would say that from the information I have read which you ladies and gentlemen have, in the inner city I would concentrate on cooperative vocational education work-study programs where the youngster can stay in school. This is important in the inner city. It is important, also, that he continues through the summer months so that he can return. It is also important that the class work be practical. You should have practical projects that finish something that is useful, that they can see run and used--whether it's building a house, and this is done--or rebuild cars--they have to see a practical end to it.

This is what the International Painters' Union is doing right now. The youngster stays with them a year, he has six months education and six months of painting, learning about colors, etc. (They have openings for three youngsters in Las Vegas right now, I understand.) The youngster will start out at one-half of the journeyman's scale, which is a little over $3.00 an hour; over the first year it averages out to over $4.00 an hour. After three years' apprenticeship, he gets full pay, which means between $6.00 and $6.50 an hour.

I think we must be practical and make sure that whatever they do, they will see an end result. If any education program is going to be successful, it has to be practical, and I think the vocational educator must know the student's cultural values, his home life, his community life, his street life, his view of the school, his self-evaluation and his physical health. You cannot pretend that the experiences the youngster is having outside the classroom is not affecting his success or failure in the classroom. You must consider the whole student--the dietary habits are very important.

As an example, I coached boxing, and youngsters came out from a black area of West Las Vegas, 16 miles away, to train. I noticed that they always came to my home and ate before the fights. But before that, I had begun giving them ascorbic acid, vitamins and grapefruit juice when they finished working out. This little bit made a difference in the youngster when you worked with him. We then learned that steak wasn't important to them. They were not used to eating it. Bread was their basic diet, and they would not touch a nice-looking steak. As we got some of the youngsters to change their eating habits you could tell the difference.

There was something else I had to learn about the disadvantaged. I took the boxing team to Los Angeles one time. I thought we'd stay in a nice hotel and have a nice meal. No one ate. The food was left. After a little examination, I found they did not know how to eat properly with table manners and they were afraid. Then at home we set up a little table manner thing. The way we did it was very simple. My wife said, *Well, we do this in our home all the time, training our youngsters.* And pretty soon everybody got involved, and they learned, and we developed along that line. I was later able to do the same thing in Job Corps camps so that youngsters were no longer afraid to go out into homes and eat. And this is important to youngsters who have to go out in the world and work, as you realize. I think your teachers must watch for this type of thing, and maybe before graduation they should take time for these little things, like table manners, to help that youngster gain self-assurance. It is vitally important.

Secondly, I think you have to get where the action is and become part of it. You have to come back to really understanding what is going on out in the field, and you don't do it by teaching in the inner city in the daytime and then going to the suburbs to live. That way after a year's teaching, you're still a total stranger. You'd better find out, when you hear the youngsters say they were down at Sneaky Pete's last night, just what is Sneaky Pete's. Is that a place where they get pot, pep pills? Just what is Sneaky Pete's? You'd better get on the *in*. You'd better understand the inside jokes. Until you do, I don't really think you understand whom you're teaching. You cannot teach a hungry child or a frightened child because they cannot learn correctly. Therefore, diet and what is available in services throughout the community are important; you can do something about it, because I've done it myself.

A frightened child must be helped. You should also know whether he's living in fear in your classroom or not. And you have students in your classroom living in fear of even going to the bathroom by himself, and this condition exists right here in the State of Nevada, and we don't have many inner cities. Is he afraid of being strong-armed, afraid of being bothered in the bathroom? If he is, he is not going to learn the trade you are teaching him. Identify this. Verbalize it. Then, they know when they talk to you, you will help them out.

This sounds off the track, but if teachers in the inner city don't understand some of these things, they should be back getting their masters' and doctorates so they can teach in universities, away from the real action.

Panel Discussion

Chaired by Dr. William Odell
Professor of Education
Stanford University, California

Members of the Panel: Dr. Howard W. McFann, HumRRO, Monterey, California; Dr. Duane M. Nielsen, HEW, Washington, D.C.; Mr. Wayne W. Miller, Oklahoma State Tech, Okmulgee, Oklahoma; Dr. William W. Stevenson, Oklahoma State University, Stillwater, Oklahoma; and Mr. Donal O'Callaghan, Research, Planning and Development, Inc., Carson City, Nevada.

A panel discussion was designed to answer specific questions raised by Institute participants. Extensive excerpts follow:

DR. WILLIAM ODELL: Is there some question that you have?

DR. GAIL PHARES: One of the things I hear talked about all the time and am concerned about is the early exposure of potential vocational teachers to the kinds of settings that have been described to us recently. I am sure all of us are concerned about producing teachers who go out into a world which is not what they thought it would be and who are therefore unhappy as teachers.

DR. ODELL: Yes, the same thing has seemed to me to be the case, and it seemed to me that this had some implications for the selection process of choosing teachers to whom you would give some kind of training. I wonder if any one of the panel members would like to speak a little about this. How do you expose teachers [in-training] to some of the circumstances with which they will be confronted as teachers?

DR. WILLIAM STEVENSON: The idea of early exposure to occupations, if not to occupational education, is probably a good idea. I think the sooner we can begin to help students in this fantasy world that they all engage in--being astronauts, etc., the better.

I suppose some guidance and help in thinking about these jobs might be beneficial. I think there is a danger, though, if we try to be too directive or too specific with our orientation. It will split them often even earlier into the vocational track or the academic track. So, I think we should exert a certain amount of caution in the beginning to say to our elementary teachers and administrators that they need to begin to give this student some exposure. I am not sure but that simply letting them fantasy at that point may not be as good as anything.

Maybe we can direct this fantasy and broaden it and cause them to think about some other kinds of workers when they grow up. I would hate to see it become too structured or too formalized, so that we say, *Now, we are going to learn about occupations that you can prepare for in vocational education. All those who want to learn this, move off into a different group.* I think this would be very detrimental. We've split high school and junior high school in some cases. Let's don't split them down any further than that.

DR. DUANE NIELSEN: I don't want to discount the emphasis on occupational exposure but perhaps the question was directed to cultural or societal exposure. The cultural or societal exposure may be a far more important ingredient in the preparation of an individual than anything we have encountered previously in terms of occupational exposure. The reason I say that is like the old controversy over teaching content and teaching method: You can't teach something you don't know any more than you can come back from a place you haven't been. You may know it totally, completely, and very acceptably, but if you can't relate with individuals and possess the techniques and capacity to accomplish learning in changing behavior, knowing it really doesn't matter. The same is true in occupational exposure as well as in societal and cultural exposure.

If you can't relate to these individuals, if you can't be accepted by them, if you don't understand them, and if you can't become a part of what they're playing at their level, the likelihood of being successful in their environment is very small. Three alternatives occur to me at the moment--some of them I have seen, others I have heard about, and I suppose there are some of you in the audience who have had close encounter with them.

One of them, and perhaps by far the most effective, is to get the individual from that environment. If he has grown up in it, if he lives in it, if he understands it, he has a leg up on anyone else.

For those who have not, who have come from outside environments, an alternative is to go into the preparation program in pre-service and certainly include it for those who are moving into that kind of teaching situation through in-service programs. There are two ways of doing that: One is through the apprentice period or teacher-center experience to place them in these kinds of situations and restructure it to the point where they actually have live, involving kinds of experiences. The other is the fifth-year program, where after completion of pre-service programs they serve an apprentice period in that kind of a setting with a skillful person, so that they can develop some of these exposures and through these opportunities learn more about the environment in which they are teaching.

We funded a program and worked with it where we took returning veterans from Vietnam who had a hero image, who knew something about these experiences and had come out of ghetto schools and placed them back in the same ghetto communities from which they had originally come. This is another route to doing it. Unless we can find this kind of linkage, this kind of communication on the societal, cultural, gut-level relationship, the occupational area which is the tool in the hands of a skillful person, which is building a life, really doesn't matter.

DR. HOWARD MCFANN: You don't have to have just one person imparting the information, which I suspect is the role of the teacher and the one that is most difficult to perform. I think they are managers, and we need to start talking about para-professionals and how to use people with experience in this line. There are various role functions to sort out.

The other point I would make is how can you make people aware of all these cultures, which you have just been pointing out? Sometime ago, some people in HumRRO got involved with how you prepare military advisers to go to the various countries they are assigned to and be effective. Obviously, you cannot design a program which will prepare them to go to all of these countries. So, they tried to make the person aware of himself and his own value system. They used a simulation technique, whereby he was faced with an alien culture and he had to respond to it. The main point of this is that if I know what my own values and prejudices are, I can become a little more sensitive to the values and prejudices of others. This has since been used in the Peace Corps and I think, is still another kind of in-service program that might work.

DR. ODELL: I think two points have been stressed--one is the wide variety of sources of those who are going to do this teaching. They will all not be coming through traditional four- or five-year programs. They'll be coming from Peace Corps, from Job Corps, from industry and from future training institutions as well. I think this is one of the answers. If they are indigenous to the culture and to this societal group with which they are working, then obviously much of this has already been done. The second point is that obviously all of the teachers, whether they are teaching vocational subjects or not, need this kind of development as a part of their training. So I think both of those matters do relate definitely to the question.

DR. GEORGE DAVIS: As an alternative to the last point Mr. Nielsen just made, I am thinking of a situation in which student teaching extended over a full semester--this happened to be in a city school where the students lived for the most part off-campus. This student teaching extended over the full semester during the first semester of the senior year or the last semester of the junior year. It was not taken in any one setting or school, but was taken in three different selected schools for a period of six weeks each in order to get to know the community and the kids. That was one angle, and I think it was very effective.

DR. ODELL: In general, teacher-training programs have tried to extend this experience over a period of years, not only in a variety of schools during a full semester, but by observation and participation and other elements of getting acquainted and getting experience over a two- or three-year period. This is a very typical sort of thing.

DR. FLOYD GRAINGE: I would like to suggest a nuts-and-bolts sort of thing for you. We have work-study funds available today matching Federal monies and student assistance monies. My idea is that you can generally find a couple or three of these minority students in teacher-training programs who are outstanding and are from ghetto areas. You should put them on some of your work-study programs and have them help other minority students in the technology programs (we have tried this, cutting across industrial technology, industrial arts and engineering) and also use them to develop materials and to meet with the students and discuss some of the problems mentioned earlier as well as the relationship of the students with their programs in the classroom or on the campus. We find that it works very well.

DR. ODELL: Do any of these students then go on to teacher preparation?

DR. GRAINGE: Oh, yes. We have used fellows in teacher preparation and they are in their final phase now.

DR. ODELL: One of the findings concerning these people in the early stages while they are still in school is that they provide a really good service and a source of really effective teacher training.

DR. GRAINGE: Well, we think they do, because here we have people relating and it's something that college professors can't do as well. These boys can unscramble some of the problems of the ghetto areas with these other boys who are in the process and can cause them to start thinking.

DR. NIELSEN: As you work on your models for the improvement of professional personnel preparation, be sure you consider seriously the problem of bridging the gap between a good idea and installing and maintaining it in a system as a teacher education innovation. You can think in terms of settings, of problems and alternatives. You can create models and reduce them to writing, but unless someone really gets concerned about putting innovation into a practical system--installed, utilized, demonstrated, maintained, evaluated--so you really know whether the product is better than what we have now, we really haven't done much. A self-renewal improvement system built into it and, particularly, some means of bridging the gap between innovation and application are necessary. As Mike [O'Callaghan] said earlier, we don't read, we don't listen. A lot of things are now available--we need a model for getting them into the system, into use.

DR. HAROLD RAND: It seems to me that everything starts with the choice of teachers. However, those charged with the responsibility for recruiting and choosing vocational educational teachers have relatively few tools to work with. Our credentialing system in California is probably as good as any other state's, but if you examine the entire process there is no means of differentiating among teachers in terms of how they relate to other human beings. Yet, if you look at industry they have sophisticated tools that educators have supplied them with where they can check their executive people psychologically and otherwise to see if they are stable, etc. We have run into ridiculous things in the school system, where we hired fellows not knowing that they were alcoholics. Otherwise they had a good background. It seems to me we ought to concentrate sometime along the line on finding some more sophisticated kind of way to screen the teachers we train.

DR. HOWARD CHRISTENSEN: I have two questions: (1) Who can resolve where the teacher can do the job? (2) Can the university provide the type and kind of teachers you want? Is it capable of doing so?

MR. O'CALLAGHAN: Working with the Kellogg Center at the University of Oklahoma we set up special programs and found that with even a few weeks training, the teacher could at least identify the problems. So I would say that it could be accomplished in a university setting by people that were trained not only in the skill of teaching, but in identifying the problems of metropolitan areas.

As far as the people who did the job for us were concerned, they were mavericks. Sometimes they were people who were unhappy in public school teaching. They did not feel they were accomplishing what they wanted to accomplish. We found we could make teachers out of them because they were successful in dealing with hard-core problems. You can't go around looking for dissidents to bring into teaching, but some of the youngsters who had returned from the Peace Corps were also brought in. Some of them wanted to change the world overnight and in trying to do this with the disadvantaged they simply frustrated them. They tried to push the disadvantaged too fast. So, what we want are people who really want to help other people as individuals, as human beings, not as people who must be brought up from down there, but as human beings who should have the same advantages as they themselves have had throughout life. This is hard to do. I don't know how you measure such things.

DR. CHRISTENSEN: Did you have anybody who hadn't taught before?

MR. O'CALLAGHAN: Yes, we did. We had fellows from out of the trades, etc. Some of them were jacks-of-all-trades; some were old-timers who were really over-the-hill when it came to working in industry who could do about anything and who had a sincere interest in youngsters. They did an excellent job for us. They didn't have a college degree. We were able to hire them at a lower scale, through the Forest Service, etc. But what this came down to was their ability to relate to the disadvantaged human being. And we did have quite a few of them. In the classrooms, though, all of them were teachers and had to be credentialed.

DR. NIELSEN: On your comment about selection--usually I have found that when we started working on the problem of a program, the solution of the people involved often is, *Let me use selection to get a better input. Give me more time and money and facilities and reduce the student-teacher ratio.* This is the usual first kind of concern and this would be great. But behind this is the purpose of the models you are working on: to see what it is you want your product to be, what it is they are going to do before you can start talking about these models. These are administrative models. They have nothing to do with a model of what your objectives are and what you are trying to achieve, and before you have that I don't think you can talk about some of these other questions. I think you do know what you want, but it needs to be made explicit so that you can become more efficient and get it across.

MR. O'CALLAGHAN: I think I might make my point better by telling you about the types of people who did not succeed. I was looking for the ones that did succeed in such a combination of factors. Those who did not succeed were those who withdrew from the youngsters because of disgust at what the youngster said--you know, four-letter ghetto words which are now on our campuses in greater quantity than ever--and showed shock. And the youngster, as you know, tries to shock an individual.

I remember one time when I was teaching, a girl came to me with a very personal problem--but I had learned not to show shock and disgust, and I listened. I then took her home to her parents and explained the situation. It was one of the most rewarding feelings to arrive at home that night and know what I had accomplished.

The people who succeeded with the youngsters were those that did not try to change them. Those who really failed sometimes with us were the do-gooders. They were going to change that thing in front of them and in that change they were going to change everything about it. And it was *it* rather than looking at kids as human beings with values. Actually, some of the best values I had been able to assimilate in recent years have been from the American Indian and, particularly, the Hopi.

DR. ODELL: In answer to your question about selection, one always has difficulties because this obviously is the solution--to find the right person. However, when you get into these attitudinal things, we are all floundering. We cannot do it very well. But if you put people in situations and then observe them and their reactions and their effectiveness, as Mike [O'Callaghan] observed, we might be more successful. I was hoping we might bring this out, that the training program should be one of continuous exposure of these people to these situations with someone who is a careful observer, and things will sort themselves out fairly well. Now there are some things you can do quite generally by way of selection. Most of these things, subtle as they are here, are hazardous and difficult, and I think it's going to be largely on an observational basis.

QUESTION: Mike, do you think the educators in the State of Nevada can do the job or do you think we must turn this over to industry?

MR. O'CALLAGHAN: We went to two extremes in the Job Corps. One we did in the Job Corps Conservation Centers with teachers, and so on. And the other, in the urban centers, we turned over to industry. I would say there is a happy medium there. You can continue to do it with educators, but the educators have to learn how to use industry within the State. It has to be a combination. As I said, we went to two extremes and in the end we finally learned the happy medium. We started moving teachers out of the Conservation Centers into the urban centers--people who'd had classroom experience, etc. I would say that the educators can do the job, but there is probably more awareness on the part of industry and thus a tendency to use this agency.

FLOOR COMMENT: I would like to take a couple minutes to give you a little information about a conference I attended in Miami Beach, Florida, put on by the State Department of Education of Florida. There were representatives there from all disciplines. They had 12-member teams from 15 states and six-member teams from nine professional organizations. As Chairman of the Teacher Education Department for AVA, I was there with George Brandon and four others representing AVA. We went through an exhaustive, but exciting conference.

One of the things that is coming and that you're going to hear more about is differentiated staff. This is where schools will have levels of teachers--a master teacher, a regular teacher, and an apprentice teacher. Teachers will complete the college or university curriculum and then go out probably on a two- or three-year internship and may never be given teacher credentials. During this period they will be working under the guidance and counseling of a master teacher. The problem will be selecting a master teacher. My first reaction was that this was a pretty sad state of affairs, but I think everyone left the conference thinking that here was something that was good. We were supposed to have developed a plan for the states and one for AVA (but we felt we could not speak for 75,000 plus members, although we did get some things down on paper). I do think there are big implications in this differentiated staffing in the selection of teachers.

DR. ODELL: This is a new technique--the one that we're talking about--of seeing the job and its ramifications and in the fitting of people with particular skills in particular job responsibilities.

FLOOR COMMENT: Florida does not have life credentials. The State has five-year renewable credentials for all teachers. Every teacher must return [to school] and complete so many units for credential renewal. These teachers were going back and taking six units of anything for credential renewal. They have now developed about 60 *modules*. Right now, they are introducing these modules to people from their 12 regional centers, who in turn, will take these modules back to the country offices and prepare people in the country offices; the teachers will get their credentials renewed upon completion of some of these modules. These modules run from an eight-hour completion time on up. They are going to require these teachers to study such things as interaction analysis, decision making, and other areas directly related to the teaching profession. Everyone there felt this was an awfully good approach.

PARTICIPATION NOT PASSIVITY

Demographic Factors

Mr. Harold Kuptzin
Chief of the Division of Job Market Analysis
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Washington, D.C.

Introduction: J. Clark Davis, Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno

Over the past few years in vocational education we have been moving in the direction of having a better statistical base for planning. To some extent this improvement is related to the fact that we are moving increasingly to tie vocational education programs more and more to changes in labor market conditions. This is true both at the national level in terms of overall planning and at the local level where the courses are being offered.

The initial legislative sanction or mandate for this stems from the Vocational Education Act of 1963. This mandate was reinforced by the Vocational Education Amendments of 1968.

I would like to cite just a few statistics you should be acquainted with in terms of manpower trends relating to vocational education planning and to indicate what the Labor Department is doing to improve our planning in terms of occupational information. I don't think we at the Department of Labor need to take a back seat to anyone in programs relating to disadvantaged individuals. However, you have had a pretty full diet of programs for the disadvantaged up through this morning, so perhaps I ought to save that for another occasion.

National Growth Projections to 1980

In terms of Labor Department data or information relating to and useful in vocational education planning, one of the things we ought to look at first are some statistics released by the Bureau of Labor Statistics, another component of the Department of Labor. The Bureau of Labor statistics released in April, in their Monthly Labor Review, their first projection of the *United States Economy in 1980*. These projections include a number of items which suggest various changes and problems facing us in vocational education planning over the next decade.

The first thing, I think, that strikes us in looking at some of these projections from 1970 to 1980 is the sheer size of some of the changes. Starting with overall estimates, they visualize the labor force in the United States increasing from 82,000,000 to something like 100,000,000, a net rise of about 18,000,000. For some of us who read about budget figures every day, this increase doesn't sound like a great deal, but in terms of people this increase is the equivalent to adding two states, the present size of New York and California, to the United States over the next decade.

From the standpoint of educational planning, the problem is much larger because this figure represents a net increase. It represents the net effect of in and out changes--the number of people coming into the labor force over the next ten years, less those who are going to be leaving. If we look at some of the gross changes, we see that some 41,000,000 people will be entering the labor force between 1970 and 1980 and that 26,000,000 will be leaving. These statistics are pretty reliable because the people who are going to be joining the labor force over the next decade have already been born--we are talking about people who will be 16 and over between now and 1980. In deriving these estimates it is only a question of applying certain standard working life tables to the current population and trying to come up with how many will survive and how many will participate in the labor force.

Of the 41,000,000 people who are expected to enter the labor force between now and 1980, something like 34,000,000 will be youngsters coming into the labor market for the first time. Another 6,000,000 or so will be housewives who have left the labor market sometime ago and may be returning because their youngsters are grown. If present trends continue, the last million will be people immigrating into the country. We have about 100,000 a year who come in at the present time.

All told, if we look at all these changes in the labor force in the next decade, if we want to keep our unemployment down to where it was in 1968-1969, we will have to create an average of 1,500,000 new jobs per annum above and beyond what exists today. In addition, there are going to be some 2,000,000 additional job opportunities that will be open each year because of death and retirement from the labor force--people leaving the labor market for one reason or another. So we are talking about the fact that basically there are going to be 3,500,000 more new jobs every year susceptible to being filled--filled by youngsters primarily and also by other workers who may be returning to the labor market.

Where are the Jobs Coming From?

Where are these jobs going to come from? First of all, many of the jobs--more than half--will be in terms of replacement demand; that is, jobs that result from the need to replace people who are leaving the labor force for one reason or another. For this reason, I think we can't afford to concentrate solely on the new glamour or growth occupations. These will not provide job opportunities for everyone. Even in occupations that are obsolete or are being significantly affected by automation, there are many job opportunities that exist every year to replace people leaving the labor force. A prime example of this is the telephone operator. Automated equipment is being introduced and expanded continually, but even with that, something like 28,000 new job openings develop every year just to replace employee turnover in the telephone field.

There has also been a great deal of publicity and a growing mythology about where these new jobs are going to be located. There have been studies made in the past decade that prove that most of the new jobs have been in the suburban fringe or in the outlying districts and that job opportunities in the central city are dead or dying. It is true that a disproportionate number of the new job opportunities in the 60's were located in the suburbs, but there is still a tremendous number of job opportunities in the central city itself to replace people who are leaving the labor force. By and large, the bulk of employment in the early 70's, and perhaps through the whole decade, will be in terms of replacement of workers in central city jobs.

BLS, in their growth projections, mentioned a number of other things worth touching on. First of all, they projected an economy by 1980 of 1.4 trillion dollars. This is a little less than the two trillion dollar figure cited this morning by Senator Cannon, but he may be building an inflationary factor in his projection. The 1.4 trillion BLS figure suggests a somewhat slower growth rate than we have had in the 60's. It assumes an annual increase of about 4.3 percent in terms of the overall GNP. In many years, particularly in the 60's, we had as much as five and six percent.

It is a bit difficult to try to break down precisely what industries will have the major share of the expansion demand because the BLS gave us two different sets of projections on this subject. One is related to a step-up and growth in the service economy much more rapid than it was in the 60's, so that service employment would account for a larger share of total job opportunities than today. By service producing industries I mean service, trade, transportation, finance, insurance, real estate, etc., as opposed to goods-producing industries--manufacturing, agriculture, construction, mining, etc. The second set of projections that they gave us was based on a greater expansion in the goods sector.

Both sets of projections are not startingly different. In both the share by manufacturing and goods-producing industries will be somewhere in the neighborhood of 25 to 30 percent of total GNP, while the service sector in either projection will probably be somewhere between 65 and 70 percent of the total.

For service-producing industries, this marks an almost complete turn-around from the beginning of the century. At that time service industries employed only three out of ten workers. It wasn't until about 1950 that service-producing industries and goods-producing industries had about an equal share of employment opportunities. In the 1960's, service industries accounted for about six out of ten new job opportunities, and under the BLS projection, it will be about two-thirds or 70 percent of the total.

We can spend several more hours going into detail on some of the fascinating aspects of these projections. However, I don't think we have the time or need to do that. If you are interested and want some more information, the Monthly Labor Review, which is the official publication of the Department of Labor, in its April, 1970 issue has a complete rundown on the BLS initial projections for 1980.

Occupational Outlook Handbook

Another publication, recently issued by BLS, in which you might be interested is the new 1970-71 edition of the Occupational Outlook Handbook. This was just released this month and covers something like 700 different occupations and roughly 30 major industrial groups. The handbook gives another projection which may be of some interest to you. It indicates that despite the much more rapid growth in technical and professional occupations than in other categories, these occupations in the 1970's will probably account for about one-fifth of all new job opportunities. This is exactly the same proportion of new job opportunities likely to be accounted for by blue collar jobs. Percentage-wise, blue collar jobs may be growing less rapidly, but in terms of the total number of job opportunities, they account for as many of the total number of expected new openings as the professional and technical areas.

I would like to read a few items summarized from a press release relating to the Occupational Outlook Handbook, pointing out a few statistics that may interest vocational educators:

Engineering and Science Technicians--1968 employment, 620,000; annual openings, 31,000. Very good opportunities. Demand will be strongest for graduates of junior colleges and other schools providing post-secondary technician training programs. Industrial expansion and complexity of production and manufacturing processes in increasing demand.

In the health service occupations:

Dental Hygienists--1968 employment, 16,000; annual openings, 2,400. Very good outlook through the 1970's. Despite an anticipated rise in the number of graduates from schools of dental hygiene, the demand for hygienists is expected to be greater than the number of trained workers available for employment.

In other occupations:

Programmers--1968 employment, 175,000; annual openings, 23,000. Very rapid increase in employment. The number of computer installations will rise as computers are put to new uses.

Retail Trade Salesworkers--1968 employment, 2,800,000; annual openings, 150,000. Moderate increase in employment. Many opportunities for part-time work.

In the craftsmen area, excellent opportunities are indicated for carpenters, applicance servicemen, automobile mechanics, and business machine servicemen.

State and Local Area Information

The kind of information I have described up to this point is important for vocational education planning, but really is only a first step, because what I have been talking about is national information--an average of all states and local areas. And I'm sure you all know overall averages can be seriously misleading in terms of their application to individual local situations.

We need to go from the national statistics to develop a usable system of state and local information, a system which is really the cornerstone for vocational education planning, where the action is at the state and local levels. The Department of Labor and vocational educators have a joint responsibility in this area, assigned by the Vocational Education Act of 1963 and the Amendments of 1968. The 1968 Amendments, in Section 123, provide for cooperative arrangements between the state vocational education boards and the state employment services, which are the state and local affiliates of the Federal Department of Labor, looking to state employment services supplying to the vocational education system--and I quote--*occupational information on reasonable prospects of employment in the community and elsewhere.*

To carry out this assignment, we at the Department of Labor have designed a comprehensive system of occupational information in consultation with the state employment services and with the advice and guidance of the United States Office of Education. This comprehensive information system basically has four major components:

1. State and area information on current employment by occupation, designed to get a fix on the number of people now employed in each category.
2. Information on what the current demand is by occupation. What are the job openings or job vacancies in each of the major local areas and in each of the states?
3. More detailed and comprehensive information which would enable us to project into the future in terms of the nature of labor demands in individual localities and states on an occupational basis.

4. A basic framework for developing information on labor supply by local areas and by state.

Current Employment by Occupation

I would like to take a few minutes to indicate what we have in mind in each of these four major subject areas. In the field of occupational information as a whole, data are very much harder come by than any other kind of statistics. We have rafts of statistics on health, the labor force, on employment, on unemployment, employment by industry, and many of these are broken down by local areas. The basic source material, such as information on employment by occupation, in most cases still is from the 1960 census.

Many state employment services have run so called *area skill surveys*, a part of which was designed to develop occupational inventories for local areas. These surveys have not been too widespread and the total information is really not comprehensive enough for an overall system of vocational education planning.

What we are trying to do now--that is, the United States Training and Employment Service and the affiliated state employment services, in cooperation with the Bureau of Labor Statistics--is to design a system of data collection from employers not only in terms of total employment but also employment by occupation. We plan to give employers precoded questionnaires listing major occupations in various industries and then try to get a fix on total employment by occupation. This first effort will be in terms of a national sampling, but in a year or so we will be working with isolated areas and states and will try to get local information on employment by occupation.

Available Job Opportunities

In terms of current demand--what is the nature of available employment opportunities--we have two existing measures. One is the openings filed at the public employment office themselves. These represent only a share of the total labor market. We get something like 8,000,000 job openings a year, and there are something like 40,000,000 hiring transactions. So, we are getting about a fifth of the total market in terms of employment opportunities. This will, of course, vary from area to area.

We have done some special studies which indicate that even though we get only a fifth of the total demand in many occupations, the information is fairly representative of the total. This is more likely to be true in terms of a tight labor market such as we have had in 1968-1969. When specific skills are hard to get, employers will use every type of vehicle to recruit the kind of people they want. They will use private employment agencies, want ads, or the public employment service. Except for some occupations--construction, for example--where hiring may be done traditionally through the unions, we do get a fairly comprehensive look at the major job opportunities in the community.

Our system for getting such information is undergoing a major improvement at the present time. This fiscal year we hope to initiate a comprehensive job bank system in each of the 55 largest metropolitan areas. This will provide a day to day computer listing of all job opportunities filed with the employment services and any cooperating agencies in each of these areas. The local job banks will be updated on a day to day basis and will be used primarily for placement and job order filling. It also can be used, and we have some very specific plans for how to use it, in terms of preparation of guidance material, counseling material, and updating labor market information for local communities.

We are also initiating this year, in cooperation with another part of the Department, a program for the collection of statistics on job vacancies in local areas. Job vacancy statistics differ from the job bank and employment service job openings data just mentioned in that job vacancies data are supposed to represent the total universe of all job openings. We are collecting vacancy data in terms of total openings in about 50 areas, and for specific occupational totals in about 18 different metropolitan areas. About half of the latter are in the West: Dallas and Houston, Denver, Milwaukee, Minneapolis-St. Paul, Salt Lake City, and Phoenix--and Oklahoma City, which is one of the pioneers in the program.

The first publication of this kind of information should be available in the next few months. When it does come out, it should provide an idea of the huge array of different types of occupational demands and the quantification for this in many of these areas.

Occupational Projections for States and Areas

The third major system that we are developing is a system for making local area and state occupational projections. We first started doing this in 1955 through the Area Skill Surveys Program I mentioned earlier. In this program, we asked employers in specific local areas to project their occupational requirements over the next two- and five-year periods. We collected something like a hundred different area skill surveys in different parts of the country and perhaps 25 or so statewide surveys over a 15-year period. This program is now being phased out, in part because there have been many questions raised recently about the ability of employers to project their requirements accurately. Employers may not pay enough attention to the questionnaire. They may not be in a position to come up with some overall indication of what the economy is going to look like a few years from now and what their role will be in it. And even if they could come up with a reasonable overall projection, they have a tendency to overestimate their share of the growth. So, if you add up all the employer projections, some people believe you will have a growth rate much larger than other evidence suggests. Since this hasn't been proved or disproved, we are still retaining this approach as one of a number of different methods that could be used for occupational projections.

Our major emphasis today, however, is on a system related to a national *industry occupational matrix* released about a year ago by the Bureau of Labor Statistics. A matrix, as you know, is a kind of a grid which shows, in this case, occupations across the top (about 150 different occupations) and something like 100 to 130 different industries down. In each cell the BLS shows different employment levels for each occupation within each. They show maybe 100 stenographers employed in the steel industry in a particular area. You get a different occupational employment figure for each industry. The idea then is to make an industry projection for each industry and get some notion of what the changes are likely to be in the occupation as a whole. You can come up with state or local projections by industry if you assume some kind of similarity between national and state distribution of employment by occupation.

We have recently released to the state employment services a set of instructions on various methodologies and procedures for assembling occupational information for national use in vocational education programs. As part of this material, we tried to tie in our occupational information with the occupational information nomenclature used by the vocational education system. The Department of Labor has cooperated with the vocational education authorities in putting out a booklet on Vocational Education and Occupations (released earlier this year) which has a translation between our Dictionary of Occupational Titles and the vocational education instructional program areas. One can now go back and forth with some degree of facility between the occupational nomenclature of both of these systems.

We don't have all the answers yet, of course, on an occupational information system. There are many things we need to pin down further in terms of demand projections. We think, for example, that we have a usable system in terms of estimating expansion demands and replacement demands relating to death and retirement. We still have to develop some more detailed information on getting replacement demands related to geographic and occupational mobility. This is why the preparation of a state and local occupational projection on the demand is in many respects much more difficult than doing national projections. In dealing with a national projection, we are dealing with a closed system. We don't have much immigration. Everybody 16 and up is in or potentially in the labor force on a national basis. Thus, nationally, one can start with the labor force, and try to determine how many job opportunities we need at a given level of unemployment, and then estimate how this will look in terms of occupational requirements. In a state and local area you can't start with this kind of closed system. Trying to project occupational demands for California is a lot different than for West Virginia or South Dakota. You must really say, *Well, how many jobs am I going to have*, before you can project the labor force. So the interrelationship is much more difficult. You have to get some feeling of the likely number of job opportunities in the state before you get into other parts of the problem.

Labor Supply Data

The fourth major component element relates to labor supply. We are further behind in the labor supply area than in labor demand. But I think we need to take cognizance, in vocational education planning, of the fact that many of the people who do graduate from vocational education courses do not go into the occupations for which they are trained. There are also many alternative sources of supply in these occupations--MDTA training, employer training programs, either formal or informal, promotion from within, returning servicemen who may have acquired certain skills as a result of their military experience, private training schools, restructuring of jobs in various ways to make specific jobs for disadvantaged workers. And going back to what I mentioned earlier, there is the problem, on the state and local levels, of migrants coming into the areas from other sections of the country. We need to come up with some better ways of trying to develop methodology and techniques for getting data on these labor supply sources.

Occupational Guidance Programs

I want to mention one or two other things before concluding. First, in addition to the four major program component elements on vocational education that I described, the Department of Labor is also working on a very sizable comprehensive occupational guidance program. This is being done by the group that deals with and compiles the Dictionary of Occupational Titles (DOT). As a bi-product they have developed a great deal of information on the nature of individual occupations, the specific kind of vocational preparation you may need for various jobs, methods of entry, promotion opportunities, etc. We put out in the past year a Job Guide for

Young Workers which may be of interest to some of the teachers being trained in your institutions.

Secondly, many of the state employment services have their own independent job guidance system. California has an especially noteworthy program, but every state had done some work on local occupational guidance material related to the DOT. More recently, we have tried to work in the direction of simplified guidance material aimed at disadvantaged workers, both motivational and specific occupational information. Some of this is done in comic book form, some in terms of fairly simple, easy to read material of three or four pages with one or two illustrations--designed for persons with low level reading ability--describing the nature of job duties in reasonably simplified form.

Another thing we have done recently is in connection with our work in the manpower development and training program. As you know, we have had a fairly significant change in the labor market in the past few months, and the question comes up, *Why do you train people when there is a declining employment situation and unemployment is increasing?* We have developed a number of different lists of occupations which might be suitable for priority attention in terms of labor market conditions such as at present. We have identified some occupations which during past recessions have not gone down as sharply as have many other occupations. These run the gamut from professional and technical through craftsmen and service occupations. We also have a number of different occupational lists related to programs which are being given priority attention from a national viewpoint, where there will be continuing demand no matter what the overall labor market situation. These relate to occupations in fields such as law enforcement, the health field, pollution control, etc.

Of the material I mentioned on our four major program elements, we are perhaps furthest along on the program relating to occupational projections at the state and local levels. The methodology and techniques for doing that have been developed, and while still being perfected, are usable at the present time. All we need really is to start the machinery.

To do this, we need a little additional support in terms of appropriations and allocation of resources. As you may remember, the Vocational Education Amendments of 1968, in Section 103, included a clause which indicated that $5,000,000,000 shall be made available to the Secretary of Labor to develop state and local occupational projections for for use in vocational education planning. Before we got the money, the BOB cut it down $2,000,000 for the first year, fiscal '70, and the House Appropriations cut it out completely. So for fiscal '70 and '71 we do not have any additional resources to put this program into effect. We are going to try to do as much as we can on a voluntary basis, but it is clear that won't be enough. We hope you will use your influence and connections with your vocational education boards back in your home state or local communities, to persuade them to work with the state employment service, and to try to finance and staff this kind of system for providing vocational education-related occupations projections for the next fiscal year or two.

Question and Answer Period

QUESTION: In what sector is the greatest growth anticipated?

ANSWER: The greatest growth will be in the private sector, but I think there will be an increasing growth in the public sector as compared to the 1960's in such fields as pollution, law enforcement, health, etc.

QUESTION: How large is our career labor force?

ANSWER: The best figure I can give is for 1968, when it was about 82,000,000. It is expected to go up to 100,000,000 by 1980, an increase of close to a fifth. It is a net change made up of something like 40,000,000 people entering and 23,000,000 leaving the labor force.

QUESTION: If there is a net deficit then of 3,500,000 people entering an expanding labor market, we are in a situation nationally where we will be labor short over the next ten year period. Could you explain this a little more?

ANSWER: This depends on what the goals are. There was a study financed by the Labor Department trying to identify major goals as a whole in the areas of health, law enforcement, etc. If you add up all the goals, you are going to be labor short. In order to achieve these goals, we will not have a large enough population and labor force. But these BLS projections are different. They are based on what our population and labor force is really going to be. And as I said, the latter will be in the neighborhood of 100,000,000. But, if you look at it from the goal standpoint, we will be labor short.

QUESTION: Then 18,000,000 is the growth rate, which is 2 percent per year. How does that compare to the GNP estimates?

ANSWER: The GNP growth rate has been as high as 4½ to 5 percent. The projected labor force growth is between 1½ and 2 percent, which is not a sharp increase.

QUESTION: Do you have any comments on the extent to which the reduction of the work week will affect the labor force?

ANSWER: One of the basic assumptions of the Bureau of Labor Statistics projections is that there will not be a change in the work week. This may be a good working hypothesis because we haven't had a major change in our work week since the 30's when the 40 hour week was introduced. The only way we could accommodate to a change in the work week and still produce the goods and services indicated is by increasing the use of labor saving devices and improved technology. I don't think the nature of the technological revolution has progressed so greatly that we can achieve some far-out projections made by private sources--that everybody will work ten or fifteen hours a week and the rest will be available for leisure. This won't happen before 1980, not according to the BLS projections.

QUESTION: Could you comment on President Nixon's concern about the building trades? Where does that stand?

ANSWER: We have done a number of things to implement the President's directive. He has made specific assignments to Labor, HUD, and HEW. We tried to get an overall estimate of labor needs in the construction industry through 1957 in 17 major occupations--bricklayers, carpenters, roofers, etc. We have just now received from the State employment services their best estimates on what we might expect in their states in relation to the national average. We have come up with statistics for total construction employment and particular occupations. We then started planning for developing training programs for specific occupations. The number of training slots is much larger than what we have had in the last few years. In my own area, we are trying to set up projections on labor supply and occupational skills in the construction industry. From these projections we will have some indication of skills of minority workers and what is needed in terms of vocational training.

Innovation in Administration

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Introduction: Dr. Len L. Trout, Assistant Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno

I would like to describe briefly three program innovations that might be of interest to you as you work in your groups with regard to the substance of the conference. These were initially utilized in graduate work in educational administration at the University of Wisconsin for students planning to work in urban disadvantaged schools.

The first of these was a block-of-time program that essentially involved doing away with typical course and credit requirements. It has been interesting to note that at the secondary school level we have moved toward flexible, individualized scheduling and team teaching, but at the university level we still have been unable to do so. In order to break down the typical pattern of required and elective courses, we recently attempted a block-of-time program. Professors from economics, political science, sociology, social work, urban and regional planning, and educational administration joined to plan course experiences for a group of students preparing to work in urban disadvantaged schools. There were no separate course registrations. The students were enrolled for a block-of-time program for 9 to 12 hours for each of two continuous semesters. A major outcome noted was that some of the team teaching arrangements that have been utilized in public schools were also successful at the university level. Another major innovation, which is now being tried in our undergraduate teacher education program, was the development of *mini* courses, M-I-N-I, whereas before we had M-A-N-Y courses. Our program structure was changed from the typical three-credit courses to self-contained, flexibly scheduled units. I would urge you to look into such arrangements.

The second innovation that we are working on at the present time that I would urge vocational educators to consider is the development of computer-based simulation training materials. Many of you are familiar with these. Simulation materials have been developed and utilized extensively for preparing school administrators. In such materials the background is held constant, the problems are held constant, and the variable scored is that of performance differences. I think it highly appropriate that simulation materials be developed for directors' and coordinators' positions in vocational and technical education. I urge you to develop and utilize simulation teaching techniques, not only to speed up the training process, but also to individualize the process. Simulation training materials need particularly to be applied in the field of vocational education.

The third innovation that is worthy of mention is the use of a field station for training persons on-the-job, rather than typical student teaching or typical administrative internships. What we have done in major urban centers where we have interns-in-training is to have the individual work half-time in the school system and half-time in a community action agency, a business or industry, or a governmental agency. We have found that it has improved the on-the-job understandings on the part of students to have them work some of the time outside of the school organization. To a great degree, an ancillary benefit has been that the persons working in these agencies also come to understand more about schools and their operation. So, I urge you to broaden your view of clinical experiences to include the field station concept.

In conclusion, let me make the three points again:

1. We need to involve behavioral scientists in possible team teaching and flexibly scheduled arrangements. Our *mini* course module is only one approach. I think we must look toward breaking down the traditional lock-step in university preparation programs as we have already learned it is wise to do at the secondary level.

2. We need to improve our training materials. The sooner we can develop computer-based simulation training exercises that are realistically oriented, the sooner we will have made major progress.

3. We need to mobilize and utilize resources outside the educational establishment in training our personnel. One of the rewarding things about a field station type of approach has been the discovery that agencies and individuals outside of education are quite willing to contribute time, money, and energy in training future leaders.

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Introduction: Dr. Len L. Trout, Assistant Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno

I would just like to say a few words about this institute and how it relates to the other nine institutes. Colorado State University became interested in this multi-institute project because we have 860 students preparing to be vocational teachers and with a program like this you must be involved with what is going on in your field. This meant we would have an opportunity to get involved in the preparation of technical-vocational education teachers in the large metropolitan areas. The multi-institute project involves the 25 largest cities west of the Mississippi, except for St. Paul and East St. Louis. The first institute was held at Colorado State University. It dealt with new concepts in vocational education. Three of these ten institutes are being held at Colorado State University and the others have been subcontracted with other institutions as this one was with the University of Nevada. The second one was at Oklahoma State dealing with teacher education programs for disadvantaged adults. The third one dealt with administrative problems and was held in San Diego. The fourth was at Colorado

State University dealing with vocational guidance and counseling. The fifth was held at Arizona State University in Tempe. It dealt with the supporting organizations that we need to be coordinating in large metropolitan areas. This is the sixth institute which has dealt with problems in vocational teacher education and in education. The seventh will be at Colorado State University and will be dealing with teacher education programs to provide training needed for teaching the disadvantaged youth. It will be a two week institute. The following one will be held at Seattle at the University of Washington, and it will be concerned with the curriculum at the junior high level. The ninth institute will concern itself with research and the development of a model for changing the entire curriculum to a career oriented curriculum in a large city. The last one will be at Little Rock and will deal with long-range goals and budgeting, etc., in vocational education.

These 25 cities were contacted for participation, and I think 21 of the cities were visited either by Dr. Gutcher or myself in an effort for the cities to form a team within their large metropolitan areas--a team of attenders, those people who would be attending these institutes. When these ten institutes are over, many of the cities are planning to follow up with this team, taking approaches according to their own needs.

We are highly concerned about these problems, and as we traveled across the country to various states and listened to some of the programs in these institutes, there were three things that consistently came to our attention. These things came to the forefront:

1. *No one cared;*

2. Inflexibility--*The damn teacher had to give a test every Friday afternoon.* And it was a girl who said that; and

3. *No one listened.*

This has a bearing on the kind of institute that you have been having here. We plead with the universities to shake the boat so we can make some changes toward flexibility in our school system. About three years ago I started to ask questions like this, *Why do our professors always go to work on Monday morning at 8:00? Why not Tuesday noon?* After a couple of years of asking, we now have two professors who go to work on Tuesday noon. We teach on Friday nights and we teach on Saturdays, and students are driving in from two neighboring states--teachers, to take teacher education courses. They stay overnight for $2.80 apiece in the dormitory to pick up nine credit hours a quarter. We have to make changes rapidly in order to meet needs.

Now, I'll just close with a couple of questions. Are we really ready to meet the stark needs of people with an educational system which is so outdated? Are we really ready to go home and take on this challenge?

The Need for Flexible Instruction Systems

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Introduction: J. Clark Davis, Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno

What I want to talk about is the participation that I don't see happening too often in vocational education and teacher training. I wasn't sure I wanted to talk about teacher training. I felt incompetent to do that. I didn't know much about what went on in teacher training in vocational education, so that gave me great freedom. But I want to talk from another perspective--from the viewpoint of the student, the youngster, the trainee whom you are trying to serve so that he can get a job somewhere. I believe many of my comments will be appropriate to both groups.

One of the things we have to do is to teach teachers how to develop instructional systems. I want to concentrate on that, but specialize a little on the experiences we have had working with disadvantaged youngsters. I want to compliment the school systems because they have given us a large body of youngsters on which to do our research. We have been working with youngsters with ten-and-a-half years of schooling, but their reading on the average is fourth-grade level. They're better in arithmetic; they're about on the fifth-grade level. What this says is that there is something wrong with our instructional system.

The first thing--and this is what I have been hearing here--is objectives. Until we can get student performance objectives into a course; until we can say what we want the youngsters to do; at what level we want them to perform; and under what conditions we want the objectives performed, it seems to me that we are at a loss as to what we are going to teach them. This is what I have been hearing here.

What are our objectives? I think you can state some objectives--and I'm sure you are going to find that the objectives you have now are the objectives you have always had. But the major question is going to be, *How do you go about doing it?* This is what I am going to stress. You are going to have to change. You are the people who really influence teachers. You are the main hope to get some changes made and you have to do it, but by different strategies and approaches. A lot of people have said this in various ways in the last few days.

You can talk about behavioral objectives or student performance objectives--or whatever fancy term you wish to use--but the point is that we are talking about things, data, and people, and any job that there is must break down into some aspect of this. You have a framework. I would recommend a work by Sidney Fine[1]--this is a thoughtful study of things, data, and people. Another is the work of S. F. Bloom[2] on knowledge, skills, and attitudes. They can be called different things--cognitive, affective, and psychomotor. For the vocational educator I think it is well to realize that Bloom didn't do anything in the psychomotor area; in his writing he says that this is the least important.

I believe when you talk about level (again, this is a takeoff on Sidney Fine's work) whether you're talking about the man operating something, whether you're talking about his analyzing something, or synthesizing something--at whatever level or complexity--you have a hierarchy. For example, at the bottom is the people level--you have to learn to take instructions first. You can't come in and tell the people what you want to do. Otherwise, you won't stick around long. You have to get along. Then, at the next higher level you have to get along with your peers. This is one of the real problems with low-level entry jobs. Some of these are horrible jobs to start with. I saw a job description the other day where the basic job was to put dirty clothes in and take clean clothes out and fold them. That was the job description. I don't think we have too much of a job training people there. All of us could do that. The problem is more how do you get the person to stay on the job, to maintain this sort of performance. You have to deal with these peer relations. If you move up further, you have to deal with the problem of managing and supervising people. There are hierarchies.

We looked at a few courses in vocational education and what we heard in talking to instructors was, *Well, we have Auto Mechanics No. I, Auto Mechanics No. II, and some other subject matter.* We said, *Well, what is it you're trying to*

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[1] S. J. Fine, The Nature of Automated Jobs and Their Educational and Training Requirements, June 1964, Human Science Research, Inc., Research Report 64/6-Ae, McLean, Virginia.

[2] S. F. Bloom,(Ed.), Taxonomy of Educational Objectives: Handbook I: Cognitive Domain, 1956, David McKay Company, New York.

teach here? For the most part it looked as if they were trying to educate people in obsolete equipment, and they were doing a good job. But that was not what they wanted to do and they knew it.

As we looked further, we found that we could get people to state objectives and to start talking about goals--what they are trying to achieve. And you can get them to start to say, *We have a person who teaches equipment.* That is dealing with things and people, isn't it? So activity started. Somebody had to supervise what went on, and they got somebody to do that. Almost all the courses dealt with handling and operating. None of them dealt with analyzing or synthesizing. So where were the levels? They went from subject matter to subject matter at the same level of complexity as far as skill and knowledge were concerned. That is not what you want to achieve.

How do you go about stating objectives? They make it sound easy, but it is a lot of work and it takes practice in order that it be meaningful. I would say that this is something that can be taught to teachers, and I think that if teachers are going to end up putting together instructional systems, we have to get away from subject-matter orientation and start talking about student orientation.

Right now, I want to talk a little about the instructional system, especially as it concerns the disadvantaged, though it applies to others as well. One of the things we have learned is that how you organize and sequence content is critical if you are going to get the material across to low-ability people. We have heard this said here in various ways; it is what we refer to as the *functional approach.* You have to organize material so that it is relevant to the background of the youngster and so that he sees what he is doing and where he is going. We don't always do that.

Not too long ago we were involved in a course dealing with the instruction of radio operators. It was the seventh week of a nine-week course before they operated radios. Absurd. On the theory that the students needed to get some theory and to know about communication procedure, the job had been broken down, abstracted, and then made so that it was not meaningful to them. This is done all the time. Why not approach it by taking jobs, putting them in a meaningful pattern and using a problem approach? Then the student sees the relevance of what he learns. When he needs theory, introduce it.

With the low ability people, you are going to find that if you come to your terminal performance objectives, you are going to have to work with basic skills. You will find that they cannot read. There are things they simply cannot do--as many of you know--and I think you will find that you will have to have a lot of remediation. But you must put it into a performance affair, a task-problem approach. It is the most effective method we have found in our experience.

With a bright youngster, in spite of our system, he can learn. In our work on instructional methods at various ability levels, we find that what the more able student wants is working with materials and to be left alone. At the medium ability level, he asks for plenty of freedom, but wants to have an instructor around for support.

In the low-ability level, the young person is sure that he is a successful failure, and everybody has reinforced it, so he has a very poor self-concept. What you must have is a structured environment for this kind of student so that in small steps he can achieve. It must be meaningful and relevant to him and it must be on a mastery basis, so that as he masters something he knows he's mastered it. The great feedback to him is, *By golly, I've succeeded. I know it and you, the instructor, know it.* And if you want reinforced motivation, this is one way to do it. I won't go into the data on this project, but it does work. I would encourage more people to do it.

So, I have spoken a little about the functional approach and the necessity to get away from the subject matter approach. I also want to emphasize performance. Recently we were evaluating a stenographic course, and one of the requirements was typing. The test they gave at the end was a paper-and-pencil test. Absurd. But I ask you to look at your evaluation system. See how many of your courses emphasize knowledge and theory and not performance, and end up with this kind of test. This is the easy way to score. The other is more difficult, but a little more fair, and will give you the feedback you want.

One of the things necessary to the success of the student and the instructor is the mastery system (which allows for remediation), where you can pick up the problem. When a youngster has been in school ten-and-one-half years and reads at the fourth grade level, surely no one has ever checked his performance and diagnosed what it was nor has ever made sure that mastery occurred before he went on. This is wrong. It is absurd, so I am complaining about it.

Another area I think is important is the complexity level of the material. We forget about this. We did some work recently in the area of job performance with people who had been on the job for a period of time. We found that there were a variety of jobs requiring the use of technical manuals. However, in fact, they were not being used. We also found that the material was written at a 12th-grade level and that job incumbents could only read at the eighth-grade level. So it was pretty intelligent of the men not to try to use the manuals. As you design instruction and try to get your teachers to learn about designing instruction, sensitize them to this area. It is amazing how you have to look at your input and get some idea of where they are, and then design programs appropriate for them.

Another area especially important for the youngster who has failed in various ways is the area of listening versus reading. We have done a fair amount of work on this, and have found young men who found the written materials so adversive that they could not look at a printed page. We have somehow made this a defeating kind of thing. But they do get a lot of information from listening, and we can use this as a method of communication. If you put them back into a situation where you ask them to read a printed page, you are going to turn them off. They're not going to do it. The work done in compressed speech areas, originally for the blind, has proved that one way to get information is through the ears.

What we have, in a sense, are youngsters who are blind in another area. They do not want to use the written word, so let's use this other kind of tactic. It works. Then if you want to introduce reading--if that is one of your goals--introduce it within a meaningful context.

During the CCC days, there was a literacy program. During mobilization they had one--there is always such a program when low-ability people are brought into the military services. Whenever they introduce these programs, they talk about the grade level. If you check the data, what you find is that usually there is no control group and, as you know when you test and retest people, you get a regression phenomenon and you get a gain. So you're guaranteed success. But if you study how a literacy program affects job performance, you will find it has no relationship.

However, if you made the reading relevant to a particular job--if you teach me to read in technical terms and I use it, then it has meaning and relevance for me. So if you are going to do literacy training, tie it in to a meaningful task. If you use this functional approach which I am touting, you will have more performance-based instruction and you can use job performance. And this is really what we're talking about here.

The question came up today of how do you deal with people who have little awareness of particular subcultures. One way is to put them out into the situation so that they can experience it. If you can't, move back a little. There are ways of setting up simulation techniques. There are ways of doing this in many jobs, especially those that are hazardous. I think that simulation of the culture, job performance--all these tied together, force you to think of the job as a unit.

The method I am using to handle things--the so-called lecture method--is an extremely efficient method and yet likely one of the least effective methods for communicating. If we are talking about people being active in order to learn, what we do quite often is to make sure they are passive and then try to communicate with them on a one-way basis.

Now, vocational education is better than almost any other area in having meaningful material. Universities are the worst example of this. They use the lecture method consistently. It is efficient. Classes can be big or small, it makes no difference--unless you get them small enough so that someone will want to participate, then there is a difference, because it becomes more effective. So, I think when you end by getting a subject-matter approach which is set up so that you are going to use an evaluation system consisting of paper and pencil, you are encouraging a lecture method. Don't do it. If you start out with performance objectives, you may end up getting people to perform, which is the whole purpose. The whole way of training changes.

A particular method that we found especially valuable with low-ability people in the case where we did not have an opportunity to inform the principal teacher or instructor about culture or interaction, say, with Spanish-speaking people, is to use peer instruction. It has great value. We have found it to be extremely successful. It is not unique with us. We have set up instructional programs where the student observes what the job is so that he has some idea of what he is supposed to be doing. Then we put him into a learning situation which allows for individualization, self-pacing--because we all know that all people do not learn at the same rate. They really don't. So, allowing for the acquisition of skills and knowledge on an individualized basis, we have the man practice in the job situation.

This is similar to your work-study programs--though it is just one way of doing it--because the student has learned his skills and knowledge and now he must put them into effect. They are used differently because he is called upon to use them in a different order. Then we use him as a teacher. If you want to see low-ability people turned on, this does it. For once in their lives, they are telling somebody else something.

If you want to see pedagogy, this does it too, because they don't use the same method of teaching that we've been talking about, but they communicate and they get it across; it is a great motivational incentive for these people. It gives immediate feedback to you as an instructor on how they are doing. If you're going to use peer instruction, make sure the student has mastered the material before he starts teaching errors. The system does work.

We have tried this with various generations where the principal instructor would teach two people, and they taught two; we went down, I think, about six generations to see whether quality went down. Quality stayed up, but teaching time reduced markedly. As teachers we can't help--as I'm doing right now--telling everything we know, but the youngsters soon find out you don't need to know all that. What they do is become efficient in transmitting information, and they are very tough on their peers.

Now, what does it do to the peers? First, somebody like him learned this. And he figures if that dumb so-and-so learned it, so can I, because he's not better than I am. He is not threatened by this authority figure, this power figure, and so becomes extremely movivated in this sense.

Not too long ago, we had an experience with some *soul brothers.* We took three from the group and told them, *You're the instructors. Now you teach the others.* The instructional pedagogy was remarkable. It was also effective. These fellows came out with such spontaneous comments as, *Why don't they do this in schools? Why didn't they allow me to handle some equipment? Why don't they allow me to do something?* I think these were good questions.

We have been doing a great deal of work in setting up training procedures for various ability levels, and I would like to make a couple of points. One is that I know of no information that says learning rate necessarily differs as a function of ability level. Now, I didn't say that the person wouldn't learn the information or master it quicker, because if one individual comes in with a better background he will learn more quickly. We find that the low ability-level youngster takes four to five times as long to learn. However, he learns it; he can master it. It will take him longer, but he still acquires information at the same rate.

Another thing we have found is that once mastered, as far as forgetting is concerned, there is no relationship with aptitude level. This is specific. However, if you are talkint about generalizations or transfer, then clearly the more you have, the more you know, the more you can use various ways. But if you talk about, *Well, if I get this learned, will I have a greater forgetting rate?;* our data indicates no differences. If you examine the research literature, it doesn't agree with that. One trouble with a lot of the studies is they assumed that the same number of trials resulted in mastery, or the same amount of exposure meant the same level of initial mastery. So when they retested they obtained different results--the lower performer was still learning. He hadn't quite mastered the material. So, of course, you get differences.

A point on motivation--if you make it meaningful you can turn a youngster on, and you can do it by the functional approach if you allow him to participate in the learning process. He will also participate if he can master the material. But it must be done in small steps. He will learn.

There is another way--as someone said earlier, about a guy with a job who gets a paycheck on Friday--that's an incentive. There is a whole area of contingency management, to use the formal term. This is a way of finding out, *What is of value to me? What are my reinforcements? Don't give me yours; they may not be the same.* What we have to do is not think that there are a series of reinforcers that work for everybody. Find out what is important to the individual. If you do, and set it up so rewards are given on a contingency basis, the concept works.

Contingency management has been used in many situations. For example, it has been used with a prison population.[3] Some of their reinforcers were: *If you learn this amount, you can buy a Coke; If you learn this amount, you can have nude pictures put up in your cell; If you learn this amount, you can get a steak.*

So there was a series of things the learner could do. But it was what was important to him, not what was important to the teacher. This is what we have to find out--what is important to the individual--and then set it up so that there are things that follow if he does what we want him to do. Why should he learn? You know there has to be something for him.

Objectives have to be stated in this student-performance way. Try to work on and sequence instruction. Allow for self-pacing. I think you need this concept of mastery. I keep falling back on this concept, because we all know that we use in evaluation such terms as *90 percent*. Ninety percent of what? What does this mean? Now, I realize you have to satisfy parents. What I would argue is that if you can state what it is the youngster has mastered, then you know whether or not you are meeting your goals. Otherwise, I don't know how you know. We must use absolute criteria and not normative criteria, which is what we have been doing. These things all contribute, especially if you are dealing with low-ability people.

I want to make a couple of further comments about evaluation. A great deal of what I have heard at this conference emphasizes the kind of evaluation we need at three levels. I've heard it about teachers--how much credit do you give for 20-years' work experience? We have also heard it about students. When a youngster comes in from a particular cultural background, we must know his knowledge and skills and attitudes and then tailor our programs to him. If he doesn't know arithmetic, for heaven's sake, don't put him in an electronics course unless you first teach him numbers. But he won't learn arithmetic unless he knows that something will follow.

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[3] Kan Yagi, et al. The Design and Evaluation of Vocational Technical Education Curricula Through Functional Job Analysis, August, 1968. Final Report, Project No. 6-1659, U.S. Department of Health, Education, and Welfare.

If you put out pieces of candy for little tots, they may not be able to count, but they know whether they're getting their fair share. What I'm trying to say is we have neglected entry-level achievement. One of the reasons is we haven't decided yet what we want to achieve eventually, so we have not been able to find out how far along the individual was when he arrived. We must do this.

An area in which we have done better is evaluating achievement. As the youngster moves along in the program, we tend to do this--sometimes we do too much of it. This is fine if you use it as a diagnostic instrument and if you use it to reinforce the student where he is achieving.

There is one other thing on evaluation--the terminal course objective. Did we get what we wanted? I would ask how often have we set up programs on the basis that we have so much time and we are going to cover such-and-such a topic? How are we going to cover these hours? Rather than deciding what it is we want to achieve, how are we going to know whether we have achieved it? Now let's see what kind of people are coming in, and when they achieve it, let's let them leave the system. Why must we be bound by semesters? I think we are starting to break out of that.

I would like to talk for a moment about the role of teachers. One of the reasons that changes do not occur is that we have told the teacher that he is the imparter of information. He is a very inefficient imparter of information. There are better ways of doing it. He talks about 175 words-a-minute. Well, a youngster can read on the average 225 words-a-minute, so why talk? Use other ways of imparting but let him take on the organizing of the learning situation. Let him take on the role of the diagnostician. Let him be the one who develops the course. This is what I would encourage instructors to do. I am not complaining about how the teachers teach in vocational education courses (at least not the ones I have seen at the secondary level) because I think what we have done is to tell them what their role is, and they're not going to change it until we define some new roles for them. We must develop new roles and much more important roles--counseling, developing courses, etc. These are some of the functions.

I hope you will consider preparing your teacher so that after four years he will be able to design instructional systems, be able to manage them, be able to evaluate them, and that you will give him some practice in the functional approach. Don't tell him about it. Let him do it. He'll learn it better.

What I am saying is that we have been so concerned with procedures that we have forgotten about process--about the process of learning, and that's what it's all about.

JUNE 17

Effective Training of Vocational Teachers

The Residential School: Training Ground for Vocational Teachers

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No one program is going to solve the problems we face with the disadvantaged in metropolitan or even rural areas; the overall vocational education program is not going to matter, nor are teacher-training programs unless we attract more students. Residential vocational education has been a successful way of attracting them.

The teacher training program at Oklahoma State is a good one. We are a branch of Oklahoma State University--a post-secondary vocational-technical education branch of the University.

We have certain requirements that must be met. The student must be 17½ years-of-age and possess ability to make progress in a selected course of study. Some people think there must be something wrong with this kind of an open-door policy. We are the last post-secondary institution with its doors open for someone who did not find high school or elementary school to his liking and did not finish. And we have had good results from our program.

The primary concern of most, if not all, post-secondary vocational-technical schools (or colleges, if you please) is graduating craftsmen and technicians for the industries of today and tomorrow. At least this is the most discussed subject among many educators and businessmen as we wildly construct area vocational-technical schools and community colleges throughout the nation. I personally feel the primary concern must be the recruitment, or should I say the successful guidance and counseling, of a greater number of students into our specialized area of post-secondary education. Let this statement not ring of commercialized recruiting for profit or for empire building. Let this more successful vocational guidance and counseling result in a larger number of our youth finding post-high school education that is both interesting and meaningful and, above all, a course of study that fully utilizes their talents and their desires. This should be the primary concern of vocational-technical education. While this is not my assigned subject, I am implying that many high school graduates are misguided at the post-high school level or, sadly, not guided into any educational program beyond grade 12.

Without students, no vocational-technical subject can be developed. In most sections of the country we are developing vocational-technical training stations at a more rapid rate than we are developing interested students to fill these stations. Are we planning too far ahead, or are we charting the wrong course?

How does residential vocational-technical education relate to teacher training or teacher education programs? Before this question can be answered, we should define residential vocational education. One must assume residential vocational-technical education is not well understood because there are so terribly few programs in operation.

Simply described, residential vocational-technical education is a campus with dormitories, cafeterias, classrooms, and laboratories specifically designed for vocational-technical education at the post-secondary level. There is a certain educational and operational philosophy that must accompany this simplified definition if the program is to be successful.

To me it would seem unnecessary and a waste of time to discuss residential vocational education unless it plays a major role in causing a larger number of our youth to enroll in advanced vocational-technical courses. Should the very large number of high school graduates who enter the academic college without graduating have been guided into a residential vocational-technical campus rather than into a path of educational disenchantment?

If I can convince you that the residential school will attract students not now being attracted to the academic campus that also offers vocational-technical courses nor to the stay-at-home trade schools designed to train students only for those skills needed by local industries, then I can convince you this same campus can and will play an important role in teacher education. Residential vocational education will indeed create additional demands on teacher education programs.

It was my pleasure to serve as Principal Investigator and Project Director of a National Conference for Residential Vocational Education conducted on the Oklahoma State Tech campus last spring. It was a successful conference because such nationally-known, talented men as Dr. Jack Clark Davis of this campus served as consultants for this important event.

Remember it was earlier stated, our first concern is for the individual--not industry. At this National Conference, consultant Dr. Kenneth Hoyt shared this sentiment as he defined residential vocational education in the following manner:

> *There is a very large number of American youth who need the kinds of opportunities the residential vocational school can offer. These students include sizeable numbers of youth who are both out of school and unemployed, who are culturally and financially disadvantaged, who come from pockets of poverty in both rural and urban America, and who are members of minority races. To picture the needed student body in the residential vocational school only in such terms, however, is both grossly unfair and totally unrealistic. The majority of the student body in these schools should be those who have been handicapped only by the fact that this country has not met their educational needs with a nationwide system of residential vocational schools.*
>
> *Depending on the definitions one chooses to concoct, every person is a member of some minority group. I would like to think of the student body in the residential vocational school as one rppresenting all minority groups--from all kinds of cultural environments, from all social classes, from all levels of academic aptitude, and with all degrees of handicaps ranging from none to severe. Their common characteristics should be that they want to work, recognize the need for vocational skills, and are interested in studying those things they need to know if they are to become productive members of our total work force. The residential vocational school is not a place representing a second-best choice for second-best students. It is the very best choice for thousands of very fine students.*

This nationally-known vocational guidance and counseling educator further set forth *guidance needs* that caused him to state this specialized post-secondary campus was the single best kind of campus for the nonacademic bound student. He said:

> *Most students in the residential vocational school have come from high schools where they could seldom be at the top of any distribution. Others against whom they were forced to compare themselves were academically brighter, richer, better dressed, more verbal, and more socially fluent. The residential vocational school represents an opportunity for students to compete meaningfully against those with whom they will be in competition the rest of their lives. It represents a structure built for them and because of them. It*

> *gives them a chance to be themselves with others who are like them--to appreciate and respect others like themselves and, by so doing, to build self-appreciation, self-respect, and feelings of self-worth.*

Yes, Dr. Hoyt described a melting pot--students brought together because they share a common educational or vocational goal. The student body should be a true cross section of society rather than a selected, labeled group.

You can assume from these words, and I can show you living examples, that we have not described the top ten percent of the high school graduating class, and terribly few of the described residential vocational education students will have come from the top one third of the academic ladder. Those from the top of the academic ladder enrolling in post-secondary vocational education will be those who seek applied, relevant education--those who are attracted to action education rather than theory and philosophy. Some of these high school graduates earning the traditional *high grades* will be the mechanically-minded who must use their hands and new knowledge to satisfy their educational appetites.

To further verify the foregoing statements, this question received major attention during the three day National Conference wherein educators and industrial leaders from Maine to Hawaii and from Oregon to Florida expressed opinions and voted their opinions.

MAJOR ISSUE NO. 1

Do you feel a residential vocational school is an appropriate institutional medium for bringing vocational training opportunities to some of those in need?

Participants' Response

YES 99 percent

NO RESPONSE 1 percent

If yes, would you favor the residential vocational school that is exclusively vocational-technical oriented or the residential comprehensive Junior College and/or Community College? (In both cases the residential school referred to above is not to be confused with an area school that serves only a commuting distance population.)

Participants' Response

Separate Residential Vocational School	84.0 percent
Junior College and/or Community College	12.5 percent
No Response	3.5 percent

MAJOR ISSUE NO. 2

The residential vocational schools are presently serving students from several socio-economic levels. Do you feel that the residential vocational schools should continue to serve approximately the same groups?

Participants' Response

YES	87.5 percent
NO	12.5 percent

We struggle for ways and means to prove and advertise that vocational-technical education is not only for the slow students. We know there is a place for all levels of post-high school achievement in a quality residential vocational education program. Dormant ability comes to life when there is made available a meaningful vocational-technical program.

Am I simply plotting a course of action that will provide more vocational-technical education students to be taught by graduates of your industrial or occupational teacher education programs? Not solely, but if residential vocational education accomplished only that I would feel I have not wasted your time.

The advantages of residential vocational education that aid in attracting the needed number of occupationally orientated students are:

1. Such schools permit the serving of a larger geographical area and thus a wider segment of the population.
2. A residential school provides a campus life where youth learn to live and work with others--which is essential to becoming a productive citizen.
3. *Going away to school* is a symbol of success in this era of American life. A residential school provides this ego builder.

4. Residential schools provide for the worthy use of leisure time in sports and recreational programs and, therefore, assist in developing meaningful citizenship.

5. Residential facilities provide an opportunity for youth to develop personal social adjustments while temporarily separated from parental authority.

6. This program provides the opportunity to remove many of the nation's youth from the care of unfit and uninterested parents and from overcrowded, impoverished neighborhoods where the temptations to delinquency and crime are strong.

7. Residential programs provide wider horizons for our young people. They are not limited only to local employment opportunities.

8. Residential facilities provide opportunities for youth to experience a wide range of very specialized and sophisticated training programs.

9. These schools encourage professional mobility in that students leaving home to obtain vocational training may well find the incentive to relocate as job opportunities dictate.

Let me proudly admit the primary aim of the residential post-high school vocational-technical program is to graduate directly into industry highly skilled craftsmen and industrial technicians, and at the same time boldly suggest that the colleges of education also utilize this rather unique campus as a training ground for its occupational, industrial, vocational, and technical education teachers.

First, I challenge you to work with the residential vocational school administrators in developing a systematic program of accepting certain qualified graduates into the junior year of your teacher-education programs. Am I serious in suggesting these students who may have studied with non-high school graduate classmates and who may well have learned all of their skills from an instructor who holds only a two-year certificate or diploma and several years of honest, up-to-date industrial experience be given such recognition? You can believe I am very serious. I can cite success stories.

The residential program is especially significant if you consider the educational needs of the vast areas of our great nation wherein there are few, if any, large population centers. Where else but in a residential vocational education school serving, not just the immediate drive-in community, but rather the entire state, can we provide the concentration of educational equipment and wide variety of industrially-schooled instructors to give your future students the essential, broad-based industrial knowledge and skills? Where else in public education can we justify the widest variety and number of very costly vocational-technical training equipment? In how many of the small local schools can we afford space and equipment for learning under actual work conditions? Industrial knowledge cannot be fully comprehended through field trips. To teach a skill, one must possess a skill. Do the traditionally four-year teacher-education programs provide ample hours for learning a skill? I assure you there are precious few occupational education graduates who possess adequate industrial knowledge and skill to teach in the Oklahoma State Tech program. How many of your graduates are qualified to conduct a program of automatic transmission education that meets four hours each day, five days each week, for a 16-week trimester?; or how many can spend an identical period of time teaching only the electrical system phase of the diesel mechanics course?

Can you accept transfer students in your teacher education program who spend six, 16-week periods in vocational-technical programs with this depth of skill training and related theory? Perhaps you can when I tell you these students also attend General Education subjects two hours of each day. These essential courses in communications, mathematics, human relations, etc., are taught by degree teachers, but the subject matter is specifically designed for a craftsman or a technician. In this large school we teach algebra to draftsmen, and also to electronic students, but always in separate classes. Is this *less than* academic education or is it *equal applied* knowledge? There are educators here today who can vouch for the ability of the Oklahoma State Tech students who have been under supervised study thirty clock hours each week for six, 16-week trimesters.

The high school ability of the many vocational-technical students enrolling at Oklahoma State Tech varies widely. Yet unpublished facts from the University of Maryland's Specialty Oriented Student Survey reveal that 69 percent of the electronic and electricity students were in the top one-half of their high school graduating class. Sixty-four percent of the drafting students and 78 percent of the data processing students finished in the top one-half of their high school graduating class.

The process of accreditation is changing. Will we find a new and better way to evaluate post-secondary vocational-technical education? Can we measure performance for industry and simultaneously offer basic vocational-technical teacher education courses? Can we afford to do otherwise? How much do we want to tax ourselves for less than the maximum utilization of space, educational equipment, and instructors?

Residential vocational-technical education schools can also provide a systematic program of needed practical practice teaching. Where else can your future teachers become exposed to in-depth occupational education in action? Both secondary and post-secondary teaching positions demand this increased industrial teaching exposure. Studying in a plumbing training program wherein the department head is the regional treasurer of the Plumbers and Pipefitters Union and a plumbing instructor is the past President of his local union is realistic exposure. The graduates of this department are guaranteed apprenticeship credit.

How can your teachers feel the full concept of the diesel industry any better than studying in a 70,000-square foot building with six large shops housing educational equipment valued at one and one half million dollars? Where else can we cause prospective teachers to become dissatisfied with the vocational-technical education program that now exists in secondary education--and yes, even in post-secondary education? Would better qualified teachers increase vocational-technical education enrollment? You know the answer is in the affirmative.

I am saying a large post-secondary vocational-technical education program offering the most effective blend of theory and hand skill while working closely with industrial leaders in its *learning by doing* program can provide future teachers with an understanding of the desired school-industry relationship. Will you use such facilities for practice teaching?

In the foreseeable future can you visualize a sufficient number of qualified vocational counselors available to offer full vocational guidance and counseling? Do all elementary and secondary teachers fully understand and appreciate vocational-technical education? The long hours these teachers spend with students offer opportunities of influence that far offsets the services presently rendered by school counselors. Can the residential vocational education school satisfy this cultural need and vocational appreciation? Give us a chance to prove the answer is *affirmative*. Let these students spend a few hours or days on a residential vocational campus. The counselors need the help of all teachers. Society, particularly the industrial segment, needs their vocational guidance assistance. We cannot afford the luxury of any teacher *turning up his or her nose* at vocational education. How else can we reverse presently existing negative attitudes? Is there a better way to expose all future teachers to *motivated learning* experiences? We must prove vocational education is *not inferior to nor superior to*, but simply different. It's not what *has been* but what *should be* that's important.

We in residential vocational-technical education need your understanding and your support for funding of legislation that has been on the books since the passage of Public Law 88-210, the Vocational Education Act of 1963. The 1968 Amendments to the Act of 1963 also include recommended funds for residential vocational education. Without funding, we shall really never know whether or not the few successful residential programs could be the pattern for a long overlooked phase of post-secondary vocational-technical education. We have never claimed it is the only means to accomplish a goal, but do sincerely recommend most states consider at least one residential vocational education institution.

The location of residential schools may well be influenced by selfish interests; thus the National Conference on Residential Vocational Education also studied this problem. Little research has been conducted and few words written on this subject. We assigned this subject to Dr. J. Clark Davis of the University of Nevada. I highly recommend his well-prepared contribution. In some sparsely settled areas of the United States one school could serve three or four states. The more densely populated states may well consider more than one school, but for the vast majority of the states, more than one such school would only contribute to further proliferation of an already diluted area of education.

If any of you really become interested in residential vocational education, I urge you to write your Regional Director of the Department of Health, Education, and Welfare for a copy of the three project No. 9-7003 booklets. They are *Consultants' Working Papers*, *Consultants' Summary Papers*, and *Guidelines for Residential Vocational Education.*

If we are to ever establish vocational education beyond the 12th grade as an equal educational opportunity, it will be accomplished on quality--not quantity.

Models for the Development of Teacher Training Programs

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Introduction: Dr. Len L. Trout, Assistant Director, Research and Educational Planning Center, College of Education, University of Nevada, Reno*

The reporters for each of the three groups into which all of the Institute participants had been divided at registration,[4] presented the conclusions reached by respective group members.

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* [Note: The remarks of the above consultants are not included here because they were not designed to be read without the simultaneous viewing of the slides.]

(1) Dr. Kal Gezi (Professor, School of Education, Sacramento State College, California) presented the following report for the Purple Group:

All of the comments that I will make to you do not necessarily represent the opinions of all the individuals in the group. A great deal of discussion ensued, and I will try to give you a sense of the major points that were discussed.

I think the feeling was that before we talked about a program we ought to talk about objectives, and these objectives should be stated as clearly, objectively, and behaviorally as we can. Instead of relegating the statement of these objectives to vocational educators alone, the circle should be enlarged to involve all of the people who are engaged in educating teachers, such as the students themselves, teachers in other departments of the university, and community agencies as well as the business community. The objective should not only be to train teachers for the current job market, but also to give them the skills needed for future job opportunities. So, we do have the responsibility to take on the leadership and to provide the research needed to find out what is coming up and to train those students not only for now, but for the future.

A second point was made in the area of determining these objectives, and that is to define content in terms of the experiences needed to achieve them. Again, a cooperative effort is called for.

The third point is to set up rigorous evaluation criteria to see the extent to which we have achieved these objectives.

Fourth, a follow-up program on graduates and a provision for in-service vocational education opportunities for reeducation to meet a changing job market.

Some of the important questions that were raised in my group are:

What are the commonalities of vocational programs?

Should we prepare vocational education teachers with specific competencies related to the job or go beyond these specific competencies to other skills in the affective domain, and in the cognitive domain as well as in the psychomotor domain? There are people who talk about attitude formation--not only knowing how to do a task, but the things that go into the process of doing a task, including a feeling that you are doing something important.

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[4] See Appendix C for composition of groups.

Does secondary education have as an objective preparing students for work?

Should vocational education be started in elementary school, or at least should primary school children be taught the value of having a vocation?

Shouldn't there be a high degree of standardization of requirements in the various vocational education programs within the state and, hopefully, within the nation?

Some suggestions, comments, and ideas have emerged. I will state the ones that I have been able to put down.

First, we looked at the models presented to us. There was an outright rejection of these models as being traditional. We thought we must get out of semester hours and credits of the university system into an area where we can determine what are the skills needed and then take time out to accomplish them. This situation may change from one state to another.

We need flexibility to meet the needs of our community and society in general.

There was a mention of part work-part study programs, at least on the high school level.

We need to bring directly from industry teachers who have been doing the task. It isn't always important to tell people how to do things. We must demonstrate that we can do them also.

There was a discussion of model learning, where the teacher himself is a model of the kinds of things he is saying to his students to do.

We ought to investigate the placement of the vocational experiences in the structure of the university. Should that be within a department of education? Should that be done with, for instance, a coordinating council? Who should do this task?

We should not separate the vocational from the academic. We are creating a second-class citizenship on the campus for many people in vocational education. A vocational teacher must not only be prepared to help teach about vocations, but must also build attitudes and feelings needed to be able to practice in that vocation.

One of the suggested models is a model which has just been passed out to you (Appendix G-2). A member of the group felt that perhaps a good thing to do would be to use a contract technique. Others felt that maybe we ought to use the contract and other methods as we deem these to be workable. The contract method is based on contracting faculty members in various fields to help in preparing prospective vocational educators with specific competencies which have been deteremined to be highly significant for them. We do not want the students to take Math 1-A and 1-B, but the kind of math that is relevant to what we want to achieve.

I think some of the people here in teacher education realize the problem of some teachers going into the department of English and studying 17th-century literature which has little to do with grammar on the high school level. We also felt that some of the competencies and skills should be contracted for from the community, industry, and whomever we think might be a good source to help us achieve these objectives.

Now, should the department of occupational teacher education be autonomous? Should it be an advisory group? Should it be within the state department? We had a great deal of discussion on this, and the conclusion was that every college should use the model which has been or promises to be workable in its community.

(2) Dr. Frank Hubert (Dean, College of Education, Texas A & M University, College Station) and Dr. Paul Braden (Acting Director, School of Occupational and Adult Education, Oklahoma State University, Stillwater) presented the following report for the Green Group:

a. (Dr. Hubert) It was the considered opinion of the *Green Group* that there was true genius in the strategy of the conference to present the A, B, and C models which were offered to us at the first session, because through that action consensus, at least among the Green Group, was quickly reached. We were unanimous in our agreement to reject the models and to start with some form of model building. I might add that this was the only case where our group reached consensus. It appeared to some of us that the models that we reviewed achieved the purpose for which they were intended, which was to trigger a lot of discussion.

In rejecting the proferred models, we discovered a fact which most contemporary student groups have overlooked; namely, it is easier to protest against the establishment than it is to create a new and better order. Having faced this dilemma, and shelved it as unsolved, we reached agreement that our initial group was too large to keep communication flowing. We had our quota of individuals who wanted to speak and the time available for group discussions was not sufficient for all to be heard, so we organized two subgroups.

One was chaired by Hank Schorling, Dean of the School of Professional Studies at Fresno State, and the other was chaired by Paul Braden, Acting Director of the School of Occupational and Adult Education at Oklahoma State University. The latter will give the second phase of this *Green Group* report.

The two groups reassembled yesterday afternoon and the synthesis which we achieved at that meeting revealed that we had made little headway toward designing a model for a vocational education teacher training program for the disadvantaged.

We did, however, assume several hangups. First was the dilemma encountered in making a decision of where to start--whether with substance of program or with the structural residence in which the program would reside.

Secondly, we faced the perennial barrier which revolves around philosophical considerations of vocational education and *that other kind* of education.

We did reach some agreement about a model, specifically, that the model should encourage getting done that which needs to get done. The model should not be a barrier to change but should facilitate it and should recognize the principle of individualization as it applies not only to the individual, but to institutions.

I presume this represents an affirmation on the part of some of the members of the group that a problem can quickly become a fixed sort of pattern, and to the extent that it does become fixed, is quickly outdated and does not achieve the responsibility which it has of being an agent for change.

Last night, as I was pondering this report and how to present it to you, I discovered that throughout the conference the talent which has come from the consultants and those who have spoken to us will undoubtedly provide the conference planners with much of the raw material from which a practical model can be built. I did discover in one of the papers heard yesterday afternoon from Oklahoma (part of the credit for it goes to Paul Braden) that perhaps a model for planned change in vocational education program making is already designed.

b. (Dr. Braden) One of the opinions expressed in our small group sessions was that perhaps one of the constraints of this Institute was a lack of sufficient time for small group participation. We have had many fine consultants to share their knowledge and experiences with our group. More specifically, the opinion was expressed that the 60 or so participants here at the Institute are extremely talented people who need to verbalize their attitudes about this whole business of change in vocational and technical education.

But we frankly did not feel that there was enough time to do that. It is one thing to hear something, and we did hear some very fine reports, but I couldn't help feeling a little bit sorry that I couldn't talk to some of the folks whom I knew had something they wanted to say and wanted to checkpoint their thoughts with other participants.

Maybe some of the resistance to change in vocational education is located within ourselves. Yes, we have met the enemy and he is us. Those of you in critical leadership positions--presidents, deans, directors, department heads, and others, know how difficult it is to implement change. Of course, changes are taking place, but I think we should be aware of what some of the barriers are to these changes.

Many people are not aware that there is a problem. They think that by continuing to do *business as usual*, the problem will be solved. Some know there is a problem but don't care. This is probably an accurate description of more of us than we would like to admit. For instance, I am sure that there are times for all of us when we don't care and don't want change. Of course, there is also fear of change.

There are those who have a reverence for tradition. Anything said against what we are presently doing or the presentation of an alternative is bad because of this reverence for tradition. There are other difficulties involved in implementing change, e.g., just a simple lack of communication. People are not talking to each other.

Then, of course, there is a lack of flexibility in our faculties. You can almost get applause as a vocational educator if you tell them, *As a vocational educator, I know very little about economics, politics, sociology, and psychology.* They're all going to clap and say, *There's a good guy who stays within his own department.* He admits he knows little and people applaud. We are finding problems, of course, where we need concepts from all of these disciplines. Therefore, we need to do more, not less, in crossing disciplinary lines. The university itself is tailor-made for encouraging a lack of communication. Many times it results in the poor allocation of resources. One of the things we discovered at a previous institute in Oklahoma City entitled, *Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas*, was how wealthy universities are in terms of talent and resources, and how much we could do if we really wanted to. It was kind of a sickening thing to realize how rich we really were and how little we were doing.

Then, there is lack of agreement on what should be done, but maybe if we could really get together and begin to talk, we could put our finger on some alternatives and try some other model. It might fail, but at least we would be on the road with a more systematic approach to attacking our problems.

Additional Small Group Comments

1. There should be organizational models which are unique to each institution or agency. This organization model must serve as a tool for initiating and sustaining change. In addition, the model must have monitoring and evaluation functions to keep it alive and improving.

2. There should be an emphasis on in-service education. The hundreds of thousands of teachers presently working (stock) in our system may be more important than the few that we add (flow) to the supply every year. It was felt that if over a five-year span we could affect in a given state the teachers who are already affecting children in the classroom, we may have a bigger contribution than by graduating a few new ones.

3. If a teacher training institution is away from a metropolitan center, it ought to have some sort of a module, some sort of an umbilical cord to a metropolitan center. Some institutions are fortunate in this respect by being in or near a metropolitan area. In any case, there should be a module in a ghetto area where we can have an interchange, not only for developing new career ladders such as teacher aids, etc., but also for an exchange with teachers working in the classroom.

4. There must be a commitment to people. We are going no place, no matter how clever we are or what kind of organization we have, unless we are committed to people. This commitment must be extended to all people, not just to people in ghetto areas, but to all people, and to ourselves. We in vocational education must become a little more introspective, more human, and take more time to get to know each other. We must know our students and know the population that we hope to serve, no matter what labels we give them.

5. There is a need for central coordination. The university is being called upon to solve problems, but we have no one person to look to for coordination. For example, some visitor says, *I, representing HUD, came here to discuss some planning and problems related to the model cities program. Which of the 15 departmental representatives do I talk to?* Obviously, some sort of central coordination is necessary.

6. There is a need for sufficient funding. No matter which area you observe, there is a real lack of funding for vocational teacher education as compared to almost any other department on campus. This seems to be true in all teacher education institutes; therefore, we must become allies so as to make this point clear.

7. There is a need for pride in belonging to vocational education groups.

   There is a need to share in research and development with other disciplines. There is no sense in denying that we need the concepts and the years of work that have been done by the other disciplines. Many of us find that difficult to understand. But it's time to stop this idea about, *I'm a vocational teacher and I don't know or care about any other area.*

   There is a need for a teacher education model which emphasizes that the teacher is the manager of resources and that as teachers we must respond positively to a wide range of:

   a. Ability levels;

   b. Subcultures;

   c. Organizational structures; and

   d. Motivational levels.

   Of course, even though teachers are managers of resources, this in no way should de-emphasize the fact that they are also specialists.

   There is a need for more coordination between general education, professional specialization, and professional teacher education. Let's face it, we have very little control over the first two. We ought to get more control and begin a liaison by increasing our coordination with representatives from general education and professional specialization areas.

8. There is a need for teachers to have experiences in all three learning domains: psychomotor, the attitudinal or affective area (and what may be the most crucial), the cognitive domain.

   There is a need for individualized instruction. Why continue to lecture when you can hardly remember the students' names at the end of the semester? Write

> some of the key points down and present them in an individualized instructional mode, and then call the student into the office and talk with him like a human being. Ask him some questions. Why does he want to teach? Why does he want to teach electronics in a particular way? Why does he want to teach in a junior college versus a technical institute? Why does he want to work in a four-year college? What does he think of area vocational schools? Get to know him. We might be able to do the same thing we have done in small groups here.

I have had the personal experience during this particular semester at Oklahoma State University of working with individualized instruction. It was the first attempt. It took time, but I personally called in each of the students and talked to him. Their answers were frank and they talked about what was good and bad in the course. In addition, we met in small group sessions with seating arranged in a circle. We looked at each other. We talked and they did not have to look at the backs of each other's heads.

There is a need for supervised live-in experiences with the less-advantaged. I think most of us could benefit greatly from a live-in with representatives of various minority group cultures periodically.

You might be surprised at how many similarities you find rather than differences in the nature of the problems we face today.

(3) Mr. Alvie Sarchett (Coordinator of Vocational-Technical Teacher Education, Iowa State University, Ames) presented the following report for the Orange Group:

There are advantages in being last. There are disadvantages in being last. I could say that everything has been said that we in group three have thought about, but that is not true. So, I am going to give you what group three thought relating to model development. Let us look especially at improving preparation of professional personnel for vocational education in metropolitan areas. As such, we look at the objective. What is the objective?

Preparation of the instructor must provide the in-depth skill and know-how to teach so the students will be able to enter and progress in the occupation for which training is provided. That is what this model must do.

I'd like to refer back just a minute to what Dr. Wayne Miller said this morning: *The primary concern of most, if not all, post-secondary vocational-technical schools is graduating craftsmen and technicians for the industries of today and tomorrow.* We must remember this principle in vocational education in constructing this particular model.

The model must be constructed in such a way that the needs of the prospective instructor or employed instructor will be met. That's the aim and objective of what we've been talking about.

The model must be student-oriented, not administration-oriented.

Because of job classification, several models must be developed to improve professional personnel. If we are going to improve vocational education, we must improve administration. We need a model for that. We need a model for the supervisors and the coordinators. We need a model for the instructors. Even that should be developed in such a way that we have several models. One, as it relates to occupational skill development to be taught; another, to occupational-specific information or general information that should be taught.

The following vocational instructor categories make it necessary that we have several models as far as the actual preparation is concerned:

1. We need somebody along the way who knows about orientation to the world of work.
2. The coordinators of cooperative training programs in high school need special consideration.
3. Post-high school instructors (many of whom do not have a degree) need something special that will get the job done as far as occupational analysis is concerned as well as an in-service program.

We felt that it was necessary to set forth guidelines before a model could be developed. These are some of the guidelines:

1. Behavioral objectives must be determined according to job classification.
2. Occupational competency must be considered, if we are going to get the job done. Occupational competency must be obtained outside and beyond the college or university framework. Some place in the program occupational competency must be considered and credit allowed toward a degree.
3. Evaluation must be made of occupational experiences. Models must take into consideration in-service as well as pre-service preparation. In-service and pre-service preparation need to be taken into consideration so that extension work, workshops, and over-the-shoulder guidance become a part of this total program.

4. The model for those without occupational competency should include cooperative industrial or occupational experience to meet certification requirements. Length of program is a deterrent. Industry experience may be a problem. The university tradition as to requirements may need revision. Certification requirements within the state must be considered.

5. The model needs to have emphasis on what it will do for people instead of what we are going to teach or what materials we are going to use. If a new model is to be developed to include teacher education, some of the traditional courses must be condensed or removed. Time span must be considered. Credit for occupational competency must again be considered.

6. There must be a clear cut difference between vocational teacher preparation and general teacher preparation. Not everybody agreed on that particular point, however.

We then put together some remarks, and they are as follows:

The models as presented for discussion are not of a functional nature.

Occupational competency must, of course, be obtained outside the actual university. Very few colleges are geared to prepare vocational teachers because they have not been concerned with teaching *know how* skills and, most importantly, due to their system of giving credit are not properly adapted to recognizing previous work experience.

Some states have made a break-through in recognizing previous work experience--some universities have recognized it, but more need to do so.

One of the problems of allowing credit for work experience is in developing an adequate competency test. A national program, if you're not familiar with it, under the direction of Tom Olivo is in the process of being developed.

In the lower grades occupational orientation should deal with attitude toward work and people that work rather than training. Training or skill development should be provided in the high school or post-high school.

Our big problem is to determine what we want people to do, know, and feel.

The model presented is mainly for administrative purposes, and we must get away from administrative purposes. It does not define objectives or end products, such as what kind of man needs to fit into society? What competencies does this man need in order to fit into our world of work?

The model left out credit for work experience.

It did not allow for change. The model is designed to fit a set of fixed procedures when employment--the real world of work--is fluid and constantly changing.

The model was of limited value because it only took into account preparation provided by the colleges, not outside. Teacher preparation must consider services provided by the state agencies and school districts but, more importantly, that provided by industry. We must have a cooperative effort.

Last, but not least, and this has been stressed before, a model must be developed that has flexibility.

Evaluation of the Institute

Dr. William R. Odell
Professor, School of Education
Stanford University, California

If I were going to employ people to work for me, I would certainly look for someone from this group. This is the most patient, persevering group of people that I have ever seen, and you certainly have been put to the test.

I am not going to attempt to evaluate this Institute because I think that this is something that each of you must do for yourself. If I know anything about evaluation, it is that the first step in it is definition of your goal or purpose. I think each one of you had some goal or purpose of your own in coming, and it would now be only possible for you to determine for yourself whether or not it has been well fulfilled, partially fulfilled, or not fulfilled at all.

I am, therefore, going to take a few minutes to summarize some of the things I have heard. I think I have heard most of the speakers, and it seems to me that there are two particular things that stand out, especially beyond those things presented by the three representatives of the discussion groups. I must say I think those presentations were of a very high order and reflective of the kind of people chosen to come to this Institute. Many of the things that I might have said have been better stated by these three speakers.

These two points that I would like to make particularly and to cluster our ideas around are that we are probably going to have to think quite differently than most of us have in the past about who does the teaching in vocational education. This has been said by a number of you in a number of ways. But just as with differentiated staff the central theme is teamwork, this whole task of effective vocational education is also in the long run going to depend on effective teamwork. And more people are involved in this than we had thought in the past.

If you are at all realistic about starting the vocational education program in the kindergarten and carrying it clear through, then you are not going to have many vocational teachers in the kindergarten to do it for you. You, therefore, are going to have to depend upon all of the teachers all of the time to do this in part--making a contribution toward an effective vocational education program.

Now, you may call it *attitude toward work* as has been suggested here, or you may talk about it as occupational information, which also has been referred to. But you can't expect either of those to produce results unless all teachers have a better knowledge of what it is they should be talking about in connection with attitudes and in demonstrating, then, their own attitudes in talking about occupational information where many of them have had very little contact, experience, or opportunity to learn. Therefore, I would think, if I were interested in a teacher education institution for the effective training of people for vocational instruction, I would want to have a strong component of in-service development of already existing teachers in the public schools and also all of the students in my teacher education program in my institution.

How to do this, I grant you, is a puzzlement. It needs time taken from other things that are important in other people's eyes, and of the three elements that are involved in the professional program [general education, major field, and professional education requirements] we have very little effect on [the first] two of them. Our goal will be to get more control over those two and to have greater influence on them.

The second aspect of this team effectiveness, if we do ultimately have this perfect program, or an improved one, is the tremendous work with counseling. I don't know if any of you have ever been in a situation where you were attempting to develop a new program in a high school. The program went well, but the next year you couldn't find it. You began asking what happened to it, and the counselor said, *Well, I wasn't there to consult with the students this year, but two years from now I will be, and we will have that offering again.* This is a caricature of how counselors work, I grant you, but at the same time there is some little truth in this. A person cannot talk to others understandingly if he has no understanding.

So, in the counseling program there needs to be a new kind of content, not only for those who are coming through to be trained as counselors. This is true at university level quite as much as at secondary or at adult level. There are counselors in elementary schools at some places now.

In the third place, I think it is necessary for there to be some concern in the way in which we choose those to be trained for vocational teaching itself. I am sure from my own experience, and I'm sure you know this too, that many times there are people who can teach effectively who need not have spent five years in a university to learn how. This is especially so in our field. Most vocational teachers would never be able to learn how to teach what these people can already teach automatically. In the first place, they have been screened for this because of their interest and competency or they would not be in this particular trade. In the second place, they can talk the same language with those with whom they are working. So, from every point of view, I think you should look sharply at your selection process for those whom you will want to become vocational teachers.

Finally, in this team enterprise, there is going to have to be greater concern about involvement for all of our teacher education programs with business and industry. I am talking about all these kinds of people--general teachers, counselors, and vocational teachers (teachers from the trades and those who are preparing in a four- or five-year program).

If one were to say, *What is the second theme running through this Institute?*, I would say it is that vocational education is just now coming into its own. This has been implied and has been formally stated in a number of other ways. Perhaps the most striking one was this Congressman [Representative Roman Pucinski] who said that the next Commissioner of Education should be a vocational education man. Holy Moses! Can you remember the Federal Board for Vocational Education and dear Mr. J. C. Wright and some of the other characters in that Independent Office, and how afterwards they thought all was ended when they were subsequently incorporated into the Office of Education, and then how growth has come for vocational education in the Office of Education? And now for a Congressman to say--and I think he probably meant it--that it is conceivable that a Commissioner of Education could be someone from vocational education. This makes me think that vocational education is only beginning to come into its own.

During this conference, I have listened to you as you talked. I have listened to you agree and disagree on such questions as to whether or not there is a distinction between general and vocational education and training. I have listened to the demand from minority group speakers that vocational education be relevant. This means that a lot of situations are not going to be acceptable anymore. Why haven't they revolted before? It's the only reasonable action. But because they haven't doesn't mean there were no revolutions in the past, and for some people they have been sufficient. But it is apparent that the program that was acceptable in the past will no longer be so. There are signs that means will be available. People in industry are concerned, and we must turn to industry to help us bring about change. There is agreement that the need for change should be the concern of both general and vocational educators.

There is growing recognition of the fact that vocational education is becoming increasingly important. It is understood by parents and students. I would say that vocational education will also become important in general education. *Man cannot live by bread alone.* A modification of that may be, *Man cannot live without bread either.*

Out of the points of view stressed by the three groups, there are several things we should bear in mind. These are what our concerns must be:

1. Are you in your program and staff interested and involved in vocational education urban centers or not? Many people are not. They would be happier elsewhere. If you are interested, you must have the dedication to attempt to bring about an effective program to meet today's needs. The blacks and the Indians have said to us that it is not fair for the majority to talk about what should be done for minorities. We have always attempted to meet the needs of disadvantaged students. Groups now, however, are better organized, more demanding, and even more arrogant. We must be willing to deal with them and their problems or else we should stay out of that field.

2. Agriculture is here to stay and is important. Are you interested in training people for it? In other words, is your goal urban, or rural, or both?

3. How do you get students who are successful as vocational teachers? This goes back to recruitment. People must believe in vocational education and its importance, and they have to develop skills to transmit. Do they have empathy for those whom they meet and teach? This is an essential ingredient in the understanding of youngsters. In the selection of students, it is necessary to sort out which ones can be effective for vocational education.

4. How do you inculcate a broad understanding of other cultures in our students who are going to teach the disadvantaged?

5. How do we relate to change and turn to industry for student training while the students are still in school?

6. How do we ally others in the field of teaching and counseling so they may be more understanding of co-operation with vocational education?

7. How do we get people from trades into teaching and effectively show other teachers that these specialists can be of help and contribute a great deal of experience?

8. Since we are vocational education-oriented, why not undertake a truly vocational education-oriented program geared to the task of developing our teachers in vocational education?

Desirable Characteristics of Vocational-Technical Teachers for Metropolitan Areas

Dr. Duane Nielsen, Chief
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Division of Comprehensive and Vocational Education Research
U.S. Office of Education
Washington, D.C.

Introduction: Mr. John Bunten, Director, Vocational Education, Nevada State Department of Education

It is always a pleasure to meet with people who are close to and actively involved in the challenges and opportunities confronting vocational education. I bring you greetings from the staff of our Division of Comprehensive and Vocational Education Research and the U.S. Office of Education. There are a lot of people in Washington who are interested in assisting you in making it possible for youngsters to have access to improved educational opportunities.

In my remarks I will draw heavily from research and writings on the preparation of teachers and personnel for metropolitan areas, and I particularly credit the work of Dr. Benjamin Whitten, Area Superintendent of Vocational Education for the Baltimore City Public Schools.

Some of you, I'm sure, have seen or read about the current Broadway play, 1776. It is a very witty and perceptive drama concerned with the creation and adoption of the Declaration of Independence. John Adams, Thomas Jefferson, and Benjamin Franklin are a determined trio, bent on liberty and justice for all. This document had a secure and inalienable foundation. But the fight was not easy and in one scene, John Adams is alone. The assembly room, where he had been arguing and pleading his cause, is darkened. There is a spotlight on his figure, bent and weary, his face lined with discouragement. He muses on his fears for his nation's future, and in his anguish at his inability to convince his fellow representatives, he calls out, *Does anybody out there hear?* We have heard several times during this Institute references to *do we read or do we listen,* and I wonder if you have heard. I am sure you have been listening; you certainly had ample opportunity, including this noon.

Perhaps one of the weaknesses of this Institute, which is circumstantial, may have been the lack of time for interaction and for you to share. You are experts close to the problems and perhaps could have done more model engineering with more time. But, will you continue to search, will you continue to innovate, will you develop, improve, and install more effective programs for preparation of professional personnel?

The violence that wrecks our cities has its roots in unemployment and unequal opportunity. Those who have no jobs in an affluent community lash out in anger and frustration. Young men and women without decent jobs distrust society. Dissidents speak with the voice of rebellion. Campus and inner city revolt reaches into our schools and our nation seethes. Racial unrest, violence, and unemployment have their roots in those programs for which you are partly responsible.

This year, the ranks of high school dropouts greatly increased. They enter the job market without the skills and attitudes employers require. They are joined by millions of other under-employed, among them high school graduates inadequately prepared for anything. They are tragic evidence of the failings of our educational system.

The failure of our schools to educate to the level of adequate employability of nearly 25 percent of our young men and women who turn 18 years of age is a waste of money and resources. The nation supports a galaxy of remedial programs, some of which have cost as much as $12,000 for every man and woman trained. Those who remain unemployed may cost us $4,000 or more a year in welfare for themselves and their children. The threats of violence and revolution are needless. Schools can prepare young people to realize their potential. Schools all over the country succeed every year with some of their students, even those from the most depressed parts of the cities. Why is success not universal? Why is the failure rate so high? The reasons are attitude, program, money, and people, and I contend that the most important of all these is people.

Extraordinary things can come from ordinary people, if they decide that they have a mission, that they have a purpose, that the good Lord has put them here for some purpose, that they only walk this way once. Have you asked yourself lately?

I often think of and use the illustration of the shepherd who was herding his father-in-law Jethro's flocks on the plains of Midian and the slopes of Mt. Horeb when a bush suddenly burst into flame. Out of this bush came the voice of God directing Moses to lead the children of Israel into the Promised Land. Moses replied (slightly paraphrased), *Sorry, old man, you have the wrong guy. I can't do it. I don't have the creativity.* The voice came back and said, *What do you have in your hand?* Remember? The hand held a shepherd's crook. That wooden stick became a symbol of strength and leadership. They got the job done!

What do you hold in your hands? When you wash your hands at night, look at them and ask yourself, what is this opportunity, what is this challenge in this important aspect of vocational secondary education, what is my responsibility, and what am I going to do about it?

For too long a time, it has been felt that the philosophy, psychology, and methodology of our instructional programs could adequately meet the needs of all pupils--urban or suburban, poor or affluent, middle class or any other class, black or white. After all, vocational subjects were conceived to be the most meaningful and relevant subjects in the school curriculum. In addition, vocational educators had been successful for several generations and in two national emergencies in preparing people to perform the jobs that were needed for emergencies, in preparing people to perform the jobs that were needed for national survival. A profile of the *good teacher,* who was able to teach all kinds of children effectively, was developed, accepted, and used as a model to prepare all teachers. Had there been enough *good teachers* to staff all of our schools, there might be no crisis now. However, truly good teachers for that segment of our society for which educators feel concern are in short supply. They always have been scarce. Tragically, many of them shunned the schools of the inner cities, where even the best of them must use all of his professional skills and resources in order to overcome the handicaps of those so much in need of help.

In addition, our schools in the large cities have lost many of their clients who are easiest to educate. White and black children from economically comfortable middle class homes have been replaced largely by the children of families predominantly black, whose motivational and educational skills are marginal. These children bring to the schools the frustrations that result from ghetto life, street life, inferior housing, slum prices, unemployment, discrimination, and crime.

Fortunately, there is now available for our use in the preparation of vocational education personnel a body of knowledge about teachers and teaching in metropolitan areas.

There are additional projects underway. For example, at the Center of Research and Leadership Development in Vocational and Technical Education at Ohio State University there is a project to determine the common and unique elements of vocational teacher education--a model curriculum for vocational-technical teacher preparation. I am sure Dr. Robert Taylor and his staff at the Center would be happy to keep you informed on this activity.

Teachers and pupils accomplish educational objectives by interacting. This is particularly necessary with the clientele with whom we are concerned. They are human beings and must interact with each other for optimum results. Inner-city children, like most human beings, react most favorably when they are accepted and valued as persons. Enough evidence is now in our literature to force us to agree that the teacher's faith in the student's ability to master the work is essential to both the learner's and the teacher's success.

These children in inner-city areas, whose lives and school careers are histories of failure, need to have a teacher who has some faith in their ability to accomplish, and if we do not quickly develop teachers, administrators, and programs to achieve that goal, we are going to be a part of one of the greatest failures in our society. The teacher's attitude influences his own and the student's behavior when he begins with the assumption that his pupil can master his curricular responsibilities, and he extends himself to make it happen, and holds himself responsible if it doesn't occur. The initial failure of poor students then leads him to modify and improve his teaching rather than to throw up his hands with the face-saving thought that failure was just what he expected from *those kids*. Just as apathy of teachers begets apathy in pupils, so hope generates hope, and faith generates faith.

Inner-city children need teachers who value their time, their notions, and their ideas. They need teachers who will make every minute count toward achieving an identifiable goal that will permit them to get hold of a decent job. Identifiable goals that are understood and achieved by the learner must be at the core of the instruction given our inner-city children. Personnel must understand this process and develop it with each youngster. Vocational education teachers must accept the concept that each occupational training laboratory experience provides many avenues leading to gainful employment.

The cluster concept assures opportunities for growth and development. Teachers need to learn about careers so that students can improve their potential for employment before they complete various segments of the training program.

Successful teachers will not ignore the need for a minimal amount of reading and for other kinds of verbal experiences. Look for other ways to accomplish your objectives.

The use of occupational material, practice periods, games, demonstration, simulation--lots of performance kinds of activities have an influence on the achievement of youngsters of this type. These are action-oriented kids in many instances, and the teacher who forgets this does so at his own risk. A frustrated reader will find something to do that is not in the course of study. Vocational teachers of inner-city kids must use many instructional techniques to accommodate to their learning styles, for as many of you know better than I, life in the inner-city can be a bit grim. A tense, threatening school environment can be the proverbial straw that will tune them out from contemporary society completely. Inner-city teachers must provide a calm place, a businesslike learning situation that appeals to the strength rather than to the weaknesses of the individual, if they really want the youngsters to achieve their goals. Sarcasm, disciplining the student in front of his classmates, punishment in general, can make a shop or a classroom a hated location.

So, in closing, what kinds of personnel do we need for metropolitan areas?

1. We need teachers who are technically competent in the vocational area they are teaching and who possess the instructional competency and judgment necessary to be effective. You cannot teach something you don't know any more than you can come back from a place you've never been. However, even if you do know the material, you have to possess the competence to teach.

2. We need teachers who are mentally and physically healthy. If they are not, they will not help in the socialization problems of these students but will become part of the problems; the way they react and interact will compound them. If they have personal problems of socialization, their pupils will become victims rather than their students. The teacher who flees the urban school to escape these problems is like a mentally ill patient practicing psychiatry.

3. We need teachers who have learned to cope with mini-crises, who are relatively secure and will suffer setbacks without loss of dignity, integrity, respect or, particularly, without loss of behavioral control in the learning environment.

4. We need teachers who are compassionate, sensitive, who love and are loved.

5. We need teachers who are competent students of the social environment and the society of which they are a part and of the role of the social institution, the school, established to serve it.

6. We need teachers who are concerned with the community from which these youngsters and adults come and know how to show this concern actively, in a participating way, so that there is a gut-level feeling of respect and acceptance. They are one of them and not someone standing up on a cliff saying, *Yoo-hoo, here I am.*

Of course, we have to be concerned about ourselves as teachers, about our careers and security, but that is a private thing that may be relatively unimportant. The critical thing is, do we care about others?

Vocational personnel, then, who know how to teach, who know their material, who are humane, who accept their pupils as worthwhile human beings, who plan for individual students, who have faith in the ability of their students to learn, who use their pupils' time properly to provide short-term support which is so essential for the success of their students, and who capitalize on the strengths of students, are what we need in every inner-city classroom. Pre-service and in-service training programs that will prepare vocational personnel to function in this manner are desperately needed if we are to achieve the promise to help all of the people to live a richer life.

You've come a long way at this conference. You've done some keen thinking. You've flashed some lights and rung some bells, but nothing will really happen unless you go home and do it.

APPENDIX F-1

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

INSTITUTE EVALUATION INSTRUMENTS

TO THE PARTICIPANT:

We solicit your cooperation in helping us to evaluate this institute. The evaluation of the institute consists of two forms to be administered prior to the start of the institute, and three forms to be administered at the end of the institute. Form 1, which will be administered at the beginning and again at the end of the institute, solicits your opinions about vocational education. Form 2, which deals with general beliefs, also will be administered at the beginning and again at the end of the institute. Form 3, which seeks your opinion regarding the conduct of the institute, will be given only at the end of the institute.

Please provide the following information about yourself. BE ASSURED THAT ALL RESPONSES WILL BE TREATED CONFIDENTIALLY. Only the evaluator will see your paper. The responses will be summarized and used in the interim and final reports. SINCE WE ARE NOT ASKING YOU FOR YOUR NAME, PLEASE BE SURE TO INCLUDE YOUR DATE OF BIRTH SO THAT WE CAN PAIR YOUR PRE-TEST WITH YOUR POST-TEST.

Institute:______________________________ Date:______________

Sex: ________________ Date of Birth:____________________

State: ________________

Position: ____

Highest Degree Obtained:____________________

Vocational Field:
___________ Agricultural Education
___________ Business and Office Education
___________ Distributive Education
___________ Health Education
___________ Home Economics
___________ Industrial Arts
___________ Technical Education
___________ Trade and Industrial Education
___________ Guidance
___________ Other (Specify)____________

FORM 1

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1.	No real benefit can be expected of vocational education courses.	SA	A	?	D	SD
2.	Students capable of success in college should be discouraged from taking vocational education courses.	SA	A	?	D	SD
3.	The importance of vocational education cannot be emphasized enough.	SA	A	?	D	SD
4.	Failure to offer vocational education cannot be justified in a democratic society.	SA	A	?	D	SD
5.	Vocational education is geared to the past.	SA	A	?	D	SD
6.	The major function of the high school should be the preparation of students for entrance into college.	SA	A	?	D	SD
7.	Vocational education should be offered only to students with low academic ability.	SA	A	?	D	SD
8.	The cost of training workers should be born by the public school system.	SA	A	?	D	SD
9.	There is no place in secondary schools for vocational education.	SA	A	?	D	SD
10.	Vocational education should be handled outside the academic school system--in technical institutes or community colleges.	SA	A	?	D	SD
11.	Increased emphasis on vocational education would not result in few dropouts.	SA	A	?	D	SD
12.	Every high school graduate should be equipped with a salable skill.	SA	A	?	D	SD
13.	Increased vocational education may be the answer to the problems of unemployment.	SA	A	?	D	SD
14.	Academic Educational courses are more useful than vocational courses to the average student.	SA	A	?	D	SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (strongly Disagree)

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15. No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds. SA A ? D SD

16. The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses. SA A ? D SD

17. More students should be encouraged to enroll in vocational education programs. SA A ? D SD

18. Vocational education is an educational frill. SA A ? D SD

19. No area of education is more important than vocational education. SA A ? D SD

20. Public expenditure of funds for vocational education is the best educational expenditure that can be made. SA A ? D SD

21. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school. SA A ? D SD

22. Vocational education courses are as important for college bound students as they are for non-college bound students. SA A ? D SD

23. The proportion of the school budget allocated to vocational education should be increased markedly. SA A ? D SD

24. Vocational education is one answer to youth unrest in this country. SA A ? D SD

25. Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income. SA A ? D SD

26. Vocational education courses prepare students for many jobs which lack prestige. SA A ? D SD

27. All students should be enrolled in at least one vocational education class while in school. SA A ? D SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

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28. Rural youth are being educationally shortchanged due to inadequate vocational offerings. SA A ? D SD

29. Vocational education in rural areas is more important than vocational education in urban areas. SA A ? D SD

30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general. SA A ? D SD

31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers. SA A ? D SD

32. Only the non-college-bound need vocational education. SA A ? D SD

33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses. SA A ? D SD

34. Most students would not benefit from the job skill instruction offered in vocational education programs. SA A ? D SD

35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school. SA A ? D SD

36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum. SA A ? D SD

37. Vocational education courses provide learning experiences geared to individual needs better than academic courses. SA A ? D SD

38. Vocational education programs help keep the potential dropout in school. SA A ? D SD

39. Vocational training is not as valuable to society as training for the professions. SA A ? D SD

FORM 2

*This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There is really no such thing as "luck."

19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

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*Rotter, J. B., "Generalized expectancies for internal versus external control of reinforcement," Psychological Monographs, 80, 1966, 1-28.

FORM 3

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1. The objectives of this institute were clear to me. SA A ? D SD
2. The objectives of this institute were not realistic. SA A ? D SD
3. The participants accepted the purposes of this institute. SA A ? D SD
4. The objectives of this institute were not the same as my objectives. SA A ? D SD
5. I have not learned anything new. SA A ? D SD
6. The material presented seemed valuable to me. SA A ? D SD
7. I could have learned as much by reading a book. SA A ? D SD
8. Possible solutions to my problems were not considered. SA A ? D SD
9. The information presented was too elementary. SA A ? D SD
10. The speakers really knew their subjects. SA A ? D SD
11. I was stimulated to think about the topics presented. SA A ? D SD
12. We worked together well as a group. SA A ? D SD
13. The group discussions were excellent. SA A ? D SD
14. There was little time for informal conversation. SA A ? D SD
15. I had no opportunity to express my ideas. SA A ? D SD
16. I really felt a part of this group. SA A ? D SD
17. My time was well spent. SA A ? D SD
18. The institute met my expectations. SA A ? D SD

19. Too much time was devoted to trivial matters. SA A ? D SD

20. The information presented was too advanced. SA A ? D SD

21. The content was not readily applicable to the important problems in this area. SA A ? D SD

22. Theory was not related to practice. SA A ? D SD

23. The printed materials that were provided were very helpful. SA A ? D SD

24. The schedule should have been more flexible. SA A ? D SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES______NO______

If YES, please describe the nature of the most important of such modifications and the acticities which will be affected.

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange.

YES________NO________

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

27. To what extent were the objectives of this institute attained?

28. In your opinion, what were the major strengths of this institute?

29. In your opinion, what were the major weaknesses of this institute?

30. If you were asked to conduct an institute similar to this one what would you do differently from what was done in this institute?

31. Additional comments about institute.____________

32. If you had it to do over again would you apply for this institute which you have just completed?

YES__________NO__________UNCERTAIN__________

33. If an institute such as this is held again would you recommend to others like you that they attend?

YES__________NO__________UNCERTAIN__________

APPENDIX F-2

FORM 1

INSTITUTE EVALUATION INSTRUMENT

New Vocational Education Concepts and
Programs in Metropolitan Areas

Administered at the beginning and conclusion of Institute VI

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

VTP (Vocational-Technical Personnel) NVTP (Non-Vocational-Technical Personnel)

ITEM		RESPONSES						RESPONSES					
		Pre-Test						Post-Test					
		SA	A	?	D	SD	TOTAL	SA	A	?	D	SD	TOTAL
1. No real benefit can be expected of vocational education courses.	VTP	3	0	0	9	28	40	0	0	0	5	35	40
	NVTP	0	0	0	4	5	9	0	0	0	3	6	9
	TOTAL	3	0	0	13	33	49	0	0	0	8	41	49
2. Students capable of success in college should be discouraged from taking vocational education courses.	VTP	2	0	0	15	23	40	1	0	0	18	21	40
	NVTP	0	0	0	4	5	9	0	0	0	6	3	9
	TOTAL	2	0	0	19	28	49	1	0	0	24	24	49
3. The importance of vocational education cannot be emphasized enough.	VTP	19	19	1	1	0	40	16	19	2	2	1	40
	NVTP	3	4	0	2	0	9	1	5	0	2	0	8
	TOTAL	22	23	1	3	0	49	17	24	2	4	1	48

ITEM		RESPONSES						RESPONSES					
		Pre-Test						Post-Test					
		SA	A	?	D	SD	TOTAL	SA	A	?	D	SD	TOTAL
4. Failure to offer vocational education cannot be justified in a democratic society.	VTP	20	17	0	0	3	40	18	18	0	0	4	40
	NVTP	3	5	0	1	0	9	0	9	0	0	0	9
	TOTAL	23	22	0	1	3	49	18	27	0	0	4	49
5. Vocational education is geared to the past.	VTP	5	13	5	7	10	40	0	11	6	13	11	41
	NVTP	0	6	1	1	1	9	0	4	2	3	0	9
	TOTAL	5	19	6	8	11	49	0	15	8	16	11	50
6. The major function of the high school should be the preparation of students for entrance into college.	VTP	2	1	1	19	17	40	0	0	0	18	22	40
	NVTP	0	0	0	4	5	9	0	0	0	6	3	9
	TOTAL	2	1	1	23	22	49	0	0	0	24	25	49
7. Vocational education should be offered only to students with low academic ability.	VTP	0	0	0	8	32	40	0	0	0	11	28	39
	NVTP	0	0	0	2	7	9	0	0	1	5	4	10
	TOTAL	0	0	0	10	39	49	0	0	1	16	32	49
8. The cost of training workers should be born by the public school system.	VTP	8	12	4	12	4	40	5	17	7	11	0	40
	NVTP	0	5	3	1	0	9	0	3	5	1	0	9
	TOTAL	8	17	7	13	4	49	5	20	12	12	0	49
9. There is no place in secondary schools for vocational education.	VTP	0	0	0	11	29	40	0	0	0	11	29	40
	NVTP	0	0	0	3	6	9	0	0	0	5	4	9
	TOTAL	0	0	0	14	35	49	0	0	0	16	33	49

ITEM		RESPONSES Pre-Test SA	A	?	D	SD	TOTAL	RESPONSES Post-Test SA	A	?	D	SD	TOTAL
10. Vocational education should be handled outside the academic school system--in technical institutes or community colleges.	VTP	1	0	4	17	19	41	0	3	3	24	10	40
	NVTP	1	0	0	7	1	9	0	1	1	7	0	9
	TOTAL	2	0	4	24	20	50	0	4	4	31	10	49
11. Increased emphasis on vocational education would not result in few dropouts.	VTP	2	6	5	21	6	40	1	7	6	20	6	40
	NVTP	0	0	2	7	0	9	0	1	2	6	0	9
	TOTAL	2	6	7	28	6	49	1	8	8	26	6	49
12. Every high school graduate should be equipped with a salable skill.	VTP	14	15	3	7	1	40	12	23	4	2	0	41
	NVTP	2	5	1	0	1	9	0	6	0	1	1	8
	TOTAL	16	20	4	7	2	49	12	29	4	3	1	49
13. Increased vocational education may be the answer to the problems of unemployment.	VPT	9	26	5	0	0	40	9	26	5	0	0	40
	NVTP	0	6	3	0	0	9	1	7	1	0	0	9
	TOTAL	9	32	8	0	0	49	10	33	6	0	0	49
14. Academic educational courses are more useful than vocational courses to the average student.	VPT	0	5	5	21	9	40	0	4	8	21	7	40
	NVTP	0	1	2	6	0	9	0	2	1	7	0	10
	TOTAL	0	6	7	27	9	49	0	6	9	28	7	50
15. No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds.	VPT	10	20	3	4	2	39	5	26	0	7	2	40
	NVPT	2	5	1	0	0	8	0	6	1	2	0	9
	TOTAL	12	25	4	4	2	47	5	32	1	9	2	49

ITEM		RESPONSES Pre-Test						RESPONSES Post-Test					
		SA	A	?	D	SD	TOTAL	SA	A	?	D	SD	TOTAL
16. The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses.	VPT	0	8	7	17	7	39	0	6	4	22	8	40
	NVPT	0	3	2	4	0	9	0	3	0	5	0	8
	TOTAL	0	11	9	21	7	48	0	9	4	27	8	48
17. More students should be encouraged to enroll in vocational education programs.	VPT	14	23	3	0	0	40	18	22	0	0	0	40
	NVPT	0	9	0	0	0	9	1	8	0	0	0	9
	TOTAL	14	32	3	0	0	49	19	30	0	0	0	49
18. Vocational education is an educational frill.	VPT	0	0	0	13	27	40	0	0	0	15	26	41
	NVPT	0	0	0	9	0	9	0	0	0	8	1	9
	TOTAL	0	0	0	22	27	49	0	0	0	23	27	50
19. No area of education is more important than vocational education.	VPT	7	15	5	12	1	40	6	19	5	9	0	39
	NVPT	0	4	3	2	0	9	0	3	3	2	0	8
	TOTAL	7	19	8	14	1	49	6	22	8	11	0	47
20. Public expenditure of funds for vocational education is the best educational expenditure that can be made.	VPT	6	15	12	6	0	39	6	16	11	5	1	39
	NVPT	0	3	4	2	0	9	0	3	3	2	0	8
	TOTAL	6	18	16	8	0	48	6	19	14	7	1	47
21. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	VPT	0	4	5	19	12	40	0	3	0	31	6	40
	NVPT	0	1	2	6	0	9	0	0	3	6	0	9
	TOTAL	0	5	7	25	12	49	0	3	3	37	6	49

ITEM		RESPONSES						RESPONSES					
		Pre-Test						Post-Test					
		SA	A	?	D	SD	TOTAL	SA	A	?	D	SD	TOTAL
22. Vocational education courses are as important for college bound students as they are for non-college bound students.	VPT	11	22	2	5	0	40	7	29	1	3	0	40
	NVPT	0	8	0	1	0	9	0	6	1	2	0	9
	TOTAL	11	30	2	6	0	49	7	35	2	5	0	49
23. The proportion of the school budget allocated to vocational education should be increased markedly.	VPT	12	23	3	2	0	40	15	23	2	0	0	40
	NVPT	1	6	2	0	0	9	0	7	1	1	0	9
	TOTAL	13	29	5	2	0	49	15	30	3	1	0	49
24. Vocational education is one answer to youth unrest in this country.	VPT	12	23	3	1	1	40	8	24	7	1	0	40
	NVPT	0	6	3	0	0	9	0	5	3	1	0	9
	TOTAL	12	29	6	1	1	49	8	29	10	2	0	49
25. Redistribution of present education funds to emphasize vocational education would probably yeild a higher national per capita income.	VPT	8	25	6	1	0	40	8	26	5	1	0	40
	NVPT	0	4	3	1	0	8	0	5	3	1	0	9
	TOTAL	8	29	9	2	0	48	8	31	8	2	0	49
26. Vocational education courses prepare students for many jobs which lack prestige.	VPT	5	19	4	7	4	39	2	21	1	13	3	40
	NVPT	0	4	2	3	0	9	0	5	0	3	0	8
	TOTAL	5	23	6	10	4	48	2	26	1	16	3	48
27. All students should be enrolled in at least one vocational education class while in school.	VPT	12	23	1	3	0	39	8	24	3	4	0	39
	NVPT	0	7	1	1	0	9	0	6	2	1	0	9
	TOTAL	12	30	2	4	0	48	8	30	5	5	0	48

ITEM		RESPONSES Pre-Test						RESPONSES Post-Test					
		SA	A	?	D	SD	TOTAL	SA	A	?	D	SD	TOTAL
28. Rural youth are being educationally shortchanged due to inadequate vocational offerings.	VPT	12	19	5	4	0	40	8	22	7	3	0	40
	NVPT	1	4	3	1	0	9	0	7	1	1	0	9
	TOTAL	13	23	8	5	0	49	8	29	8	4	0	49
29. Vocational education in rural areas is more important than vocational education in urban areas.	VPT	0	2	4	23	11	40	0	1	8	21	10	40
	NVPT	0	0	0	8	1	9	0	0	0	8	0	8
	TOTAL	0	2	4	31	12	49	0	1	8	29	10	48
30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general.	VPT	1	4	17	15	3	40	1	4	16	15	4	40
	NVPT	0	1	6	2	0	9	0	1	3	4	0	8
	TOTAL	1	5	23	17	3	49	1	5	19	19	4	48
31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers.	VPT	1	6	13	16	4	40	2	6	8	20	3	39
	NVPT	0	2	5	2	0	9	0	3	4	2	0	9
	TOTAL	1	8	18	18	4	49	2	9	12	22	3	48
32. Only the noncollege-bound need vocational education.	VPT	0	0	0	19	21	40	0	0	0	23	17	40
	NVPT	0	0	0	9	0	9	0	0	1	8	0	9
	TOTAL	0	0	0	28	21	49	0	0	1	31	17	49
33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses.	VPT	1	15	2	17	4	39	0	10	2	19	8	39
	NVPT	0	1	3	5	0	9	0	2	1	5	0	8
	TOTAL	1	16	5	22	4	48	0	12	3	24	8	47

ITEM		RESPONSES						RESPONSES					
		Pre-Test						Post-Test					
		SA	A	?	D	SD	TOTAL	SA	A	?	D	SD	TOTAL
34. Most students would not benefit from the job skill instruction offered in vocational education programs.	VPT	0	2	2	24	12	40	1	0	0	29	10	40
	NVPT	0	0	1	8	0	9	0	1	0	8	0	9
	TOTAL	0	2	3	32	12	49	1	1	0	37	10	49
35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	VPT	2	12	0	19	7	40	2	6	1	21	10	40
	NVPT	0	1	0	7	1	9	0	3	0	6	0	9
	TOTAL	2	13	0	26	8	49	2	9	1	27	10	49
36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	VPT	4	25	6	4	1	40	11	16	7	4	1	39
	NVPT	0	5	3	1	0	9	0	5	2	1	0	8
	TOTAL	4	30	9	5	1	49	11	21	9	5	1	47
37. Vocational education courses provide learning experiences geared to individual needs better than academic courses.	VPT	6	27	4	2	1	40	9	27	3	0	1	40
	NVPT	0	5	2	1	1	9	0	6	2	1	0	9
	TOTAL	6	32	6	3	2	49	9	33	5	1	1	49
38. Vocational education programs help keep the potential dropout in school.	VPT	4	33	3	0	0	40	9	28	3	0	0	40
	NVPT	0	7	2	0	0	9	1	6	1	0	0	8
	TOTAL	4	40	5	0	0	49	10	34	4	0	0	48
39. Vocational training is not as valuable to society as training for the professions.	VPT	0	2	3	23	12	40	0	1	2	23	14	40
	NVPT	0	0	1	7	1	9	0	0	0	9	0	9
	TOTAL	0	2	4	30	13	49	0	1	2	32	14	49

APPENDIX F-3

FORM 2

INSTITUTE EVALUATION INSTRUMENT

New Vocational Education Concepts and
Programs in Metropolitan Areas

Administered at the beginning and conclusion of Institute VI

KEY: VPT (Vocational-Technical Personnel) NVPT (Non-Vocational-Technical Personnel)

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
1.a. Children get into trouble because their parents punish them too much.	VPT	1	2	3
	NVPT	3	3	6
	TOTAL	4	5	9
1.b. The trouble with most children nowadays is that their parents are too easy with them.	VPT	38	36	74
	NVPT	5	5	10
	TOTAL	43	41	84
2.a. Many of the unhappy things in people's lives are partly due to bad luck.	VPT	4	5	9
	NVPT	3	2	5
	TOTAL	7	7	14
2.b. People's misfortunes result from the mistakes they make.	VPT	36	32	68
	NVPT	6	6	12
	TOTAL	42	38	80

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.	VPT	20	24	44
	NVPT	6	7	13
	TOTAL	26	31	57
3.b. There will always be wars, no matter how hard people try to prevent them.	VPT	19	13	32
	NVPT	2	1	3
	TOTAL	21	14	35
4.a. In the long run people get the respect they deserve in this world.	VPT	25	26	51
	NVPT	3	5	8
	TOTAL	28	31	59
4.b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.	VPT	14	11	25
	NVPT	6	4	10
	TOTAL	20	15	35
5.a. The idea that teachers are unfair to students is nonsense.	VPT	12	14	26
	NVPT	2	2	4
	TOTAL	14	16	30
5.b. Most students don't realize the extent to which their grades are influenced by accidental happenings.	VPT	28	24	52
	NVPT	5	5	10
	TOTAL	33	29	62

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
6.a. Without the right breaks one cannot be an effective leader.	VPT	3	2	5
	NVPT	2	2	4
	TOTAL	5	4	9
6.b. Capable people who fail to become leaders have not taken advantage of their opportunities.	VPT	37	35	72
	NVPT	6	6	12
	TOTAL	43	41	84
7.a. No matter how hard you try some people just don't like you.	VPT	9	8	17
	NVPT	2	3	5
	TOTAL	11	11	22
7.b. People who can't get others to like them don't understand how to get along with others.	VPT	31	29	60
	NVPT	6	5	11
	TOTAL	37	34	71
8.a. Heredity plays the major role in determining one's personality.	VPT	4	3	7
	NVPT	1	1	2
	TOTAL	5	4	9
8.b. It is one's experiences in life which determine what they're like.	VPT	36	34	70
	NVPT	8	8	16
	TOTAL	44	42	86

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
9.a. I have often found that what is going to happen will happen.	VPT	2	3	5
	NVPT	1	0	1
	TOTAL	3	3	6
9.b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.	VPT	38	34	72
	NVPT	7	9	16
	TOTAL	45	43	88
10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.	VPT	17	19	36
	NVPT	3	3	6
	TOTAL	20	22	42
10.b. Many times exam questions tend to be so unrelated to course work that studying is really useless.	VPT	23	19	42
	NVPT	6	5	11
	TOTAL	29	24	53
11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.	VPT	33	32	65
	NVPT	3	3	6
	TOTAL	36	35	71
11.b. Getting a good job depends mainly on being in the right place at the right time.	VPT	7	6	13
	NVPT	6	4	10
	TOTAL	13	10	23

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
15.a. In my case getting what I want has little or nothing to do with luck.	VPT	34	36	70
	NVPT	7	6	13
	TOTAL	41	42	83
15.b. Many times we might just as well decide what to do by flipping a coin.	VPT	6	1	7
	NVPT	1	2	3
	TOTAL	7	3	10
16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.	VPT	4	1	5
	NVPT	2	1	3
	TOTAL	6	2	8
16.b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.	VPT	36	36	72
	NVPT	5	6	11
	TOTAL	41	42	83
17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.	VPT	1	0	1
	NVPT	1	1	2
	TOTAL	2	1	3
17.b. By taking an active part in political and social affairs the people can control world events.	VPT	38	37	75
	NVPT	8	7	15
	TOTAL	46	44	90

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.	VPT	23	18	41
	NVPT	5	3	8
	TOTAL	28	21	49
18.b. There is really no such thing as "luck".	VPT	16	19	35
	NVPT	4	3	7
	TOTAL	20	22	42
19.a. One should always be willing to admit mistakes.	VPT	40	38	78
	NVPT	9	8	17
	TOTAL	49	46	95
19.b. It is usually best to cover up one's mistakes.	VPT	0	0	0
	NVPT	0	0	0
	TOTAL	0	0	0
20.a. It is hard to know whether or not a person really likes you.	VPT	18	12	30
	NVPT	1	0	1
	TOTAL	19	12	31
20.b. How many friends you have depends upon how nice a person you are.	VPT	21	25	46
	NVPT	8	8	16
	TOTAL	29	33	62

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
21.a. In the long run the bad things that happen to us are balanced by the good ones.	VPT	17	14	31
	NVPT	6	5	11
	TOTAL	23	19	42
21.b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.	VPT	22	24	46
	NVPT	3	3	6
	TOTAL	25	27	52
22.a. With enough effort we can wipe out political corruption.	VPT	38	36	74
	NVPT	8	7	15
	TOTAL	46	43	89
22.b. It is difficult for people to have much control over the things politicians do in office.	VPT	1	1	2
	NVPT	0	0	0
	TOTAL	1	1	2
23.a. Sometimes I can't understand how teachers arrive at the grades they give.	VPT	10	4	14
	NVPT	0	0	0
	TOTAL	10	4	14
23.b. There is a direct connection between how hard I study and the grades I get.	VPT	30	34	64
	NVPT	9	7	16
	TOTAL	39	41	80

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
24.a. A good leader expects people to decide for themselves what they should do.	VTP	15	13	28
	NVTP	4	4	8
	TOTAL	19	17	36
24.b. A good leader makes it clear to everybody what their jobs are.	VTP	25	25	50
	NVTP	5	4	9
	TOTAL	30	29	59
25.a. Many times I feel that I have little influence over the things that happen to me.	VTP	14	10	24
	NVTP	4	1	5
	TOTAL	18	11	29
25.b. It is impossible for me to believe that chance or luck plays an important role in my life.	VTP	23	27	50
	NVTP	3	4	7
	TOTAL	26	31	57
26.a. People are lonely because they don't try to be friendly.	VTP	35	36	71
	NVTP	8	6	14
	TOTAL	43	42	85
26.b. There's not much use in trying too hard to please people, if they like you, they like you.	VTP	4	1	5
	NVTP	1	0	1
	TOTAL	5	1	6

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
12.a. The average citizen can have an influence in government decisions.	VPT	37	37	74
	NVPT	8	7	15
	TOTAL	45	44	89
12.b. This world is run by the few people in power, and there is not much the little guy can do about it.	VPT	3	1	4
	NVPT	1	0	1
	TOTAL	4	1	5
13.a. When I make plans, I am almost certain that I can make them work.	VPT	36	37	73
	NVPT	9	7	16
	TOTAL	45	44	89
13.b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.	VPT	3	0	3
	NVPT	0	0	0
	TOTAL	3	0	3
14.a. There are certain people who are just no good.	VPT	0	1	1
	NVPT	0	0	0
	TOTAL	0	1	1
14.b. There is some good in everybody.	VPT	40	37	77
	NVPT	9	8	17
	TOTAL	49	45	94

ITEM		RESPONSES Pre-Test	RESPONSES Post-Test	TOTAL RESPONSES
27.a. There is too much emphasis on athletics in high school.	VPT	10	8	18
	NVPT	2	2	4
	TOTAL	12	10	22
27.b. Team sports are an excellent way to build character.	VPT	30	30	60
	NVPT	7	5	12
	TOTAL	37	35	72
28.a. What happens to me is my own doing.	VPT	35	35	70
	NVPT	7	6	13
	TOTAL	42	41	83
28.b. Sometimes I feel that I don't have enough control over the direction my life is taking.	VPT	4	2	6
	NVPT	2	0	2
	TOTAL	6	2	8
29.a. Most of the time I can't understand why politicians behave the way they do.	VPT	0	1	1
	NVPT	0	1	1
	TOTAL	0	2	2
29.b. In the long run the people are responsible for bad government on a national as well as on a local level.	VPT	39	37	76
	NVPT	9	6	15
	TOTAL	48	43	91

APPENDIX F-4

FORM 3

INSTITUTE EVALUATION INSTRUMENT

New Vocational Education Concepts and
Programs in Metropolitan Areas

Administered at the beginning and conclusion of Institute VI

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

VTP (Vocational-Technical Personnel) NVPT (Non-Vocational-Technical Personnel)

ITEM		RESPONSES					
		Post-Test					
		SA	A	?	D	SD	TOTAL
1. The objectives of this institute were clear to me.	VTP	7	23	0	7	0	37
	NVTP	0	8	0	1	0	9
	TOTAL	7	31	0	8	0	46
2. The objectives of this institute were not realistic.	VTP	0	3	4	23	6	36
	NVTP	0	3	1	5	0	9
	TOTAL	0	6	5	28	6	45
3. The participants accepted the purposes of this institute.	VTP	5	26	5	0	0	36
	NVTP	0	7	0	2	0	9
	TOTAL	5	33	5	2	0	45

ITEM		RESPONSES					
		Post-Test					
		SA	A	?	D	SD	TOTAL
4. The objectives of this institute were not the same as my objectives.	VTP	1	3	4	23	5	36
	NVTP	0	2	1	6	0	9
	TOTAL	1	5	5	29	5	45
5. I have not learned anything new.	VTP	0	1	2	22	13	38
	NVTP	0	1	0	8	0	9
	TOTAL	0	2	2	30	13	47
6. The material presented seemed valuable to me.	VTP	10	22	3	3	0	38
	NVTP	0	9	0	0	0	9
	TOTAL	10	31	3	3	0	47
7. I could have learned as much by reading a book.	VTP	0	2	3	18	14	37
	NVTP	0	1	1	7	0	9
	TOTAL	0	3	4	25	14	46
8. Possible solutions to my problems were not considered.	VTP	0	6	4	22	5	37
	NVTP	0	1	0	7	0	8
	TOTAL	0	7	4	29	5	45
9. The information presented was too elementary.	VTP	1	4	1	24	8	38
	NVTP	1	0	1	7	0	9
	TOTAL	2	4	2	31	8	47

ITEM		RESPONSES					
		Post-Test					
		SA	A	?	D	SD	TOTAL
10. The speakers really knew their subjects.	VTP	7	29	2	0	0	38
	NVTP	1	8	0	0	0	9
	TOTAL	8	37	2	0	0	47
11. I was stimulated to think about the topics presented.	VTP	7	25	2	3	0	37
	NVTP	1	6	1	1	0	9
	TOTAL	8	31	3	4	0	46
12. We worked together well as a group.	VTP	5	24	2	5	1	37
	NVTP	0	6	1	2	0	9
	TOTAL	5	30	3	7	1	46
13. The group discussions were excellent.	VTP	3	18	4	8	3	36
	NVTP	0	5	1	2	0	8
	TOTAL	3	23	5	10	3	44
14. There was little time for informal conversation.	VTP	6	17	1	12	1	37
	NVTP	1	4	0	4	0	9
	TOTAL	7	21	1	16	1	46
15. I had no opportunity to express my ideas.	VTP	2	5	0	27	3	37
	NVTP	0	2	0	5	0	7
	TOTAL	2	7	0	32	3	44

ITEM		RESPONSES					
		Post-Test					
		SA	A	?	D	SD	TOTAL
16. I really felt a part of this group.	VTP	6	23	2	5	1	37
	NVTP	0	6	1	1	0	8
	TOTAL	6	29	3	6	1	45
17. My time was well spent.	VTP	9	22	3	3	0	37
	NVTP	0	7	1	1	0	9
	TOTAL	9	29	4	4	0	46
18. The institute met my expectations.	VTP	8	19	3	5	1	36
	NVTP	0	7	1	0	1	9
	TOTAL	8	26	4	5	2	45
19. Too much time was devoted to trivial matters.	VTP	0	3	4	23	7	37
	NVTP	0	0	1	8	0	9
	TOTAL	0	3	5	31	7	46
20. The information presented was too advanced.	VTP	0	0	1	29	7	37
	NVTP	0	0	0	8	1	9
	TOTAL	0	0	1	37	8	46
21. The content was not readily applicable to the important problems in this area.	VTP	1	4	3	23	6	37
	NVTP	0	1	1	7	0	9
	TOTAL	1	5	4	30	6	46

ITEM		RESPONSES					
		Post-Test					
		SA	A	?	D	SD	TOTAL
22. Theory was not related to practice.	VTP	1	7	2	22	5	37
	NVTP	0	1	1	7	0	9
	TOTAL	1	8	3	29	5	46
23. The printed materials that were provided were very helpful.	VTP	5	24	5	3	0	37
	NVTP	0	8	0	1	0	9
	TOTAL	5	32	5	4	0	46
24. The schedule should have been more flexible.	VTP	3	10	9	12	2	36
	NVTP	1	4	1	2	0	8
	TOTAL	4	14	10	14	2	44

Written Comments of Participants

Item 25. As a result of your participation in this institute, do you plan to modify either your present or future work?

Vocational-Technical Personnel Answers:

Yes only	2
No only	3
No Answer	2

(Yes) Closer ties with the college in teacher training and pushing for more emphasis on Vocational Education at the college.

(No) Have been exposed to similar material frequently enough--not sure this exposure would be a factor.

(Yes) Bring about an opportunity for the staff to consider the problems covered at this institute.

(Yes) Recent changes made are in the right direction as borne out by this conference. Use advisory group more adequately--work harder on in-service education.

(Yes) Restructuring of Vocational teacher education.

(Yes) Improved in-service program for my staff.

(Yes) Attempt to establish a metropolitan-wide committee to concern itself with Vocational-Technical teacher training.

(Yes) I want to further develop and promote a social and personal culture program for high school teaching.

(Yes) Input information to State Universities and to the State Department of Vocational Education.

(Yes) As a consultant in the State Department of Education, it is difficult at this time to state what activities will occur; however, as opportunities arise for leadership assistance to institutions information gained at the Institute will be valuable.

(Yes) Idea of residence vo-tech education school.

(Yes) As a personnel man I will be better equipped to do my job.

(Yes) More focus on the product (the teacher)--on what he should be able to do, what is needed, how to tell if he has developed them, etc.

(Yes) I will hope to experience a greater interest in and empathy for vocational education.

(Yes) Frame our own model.

(Yes) Instructional programs for youth with special needs; in-service of staff to meet these needs.

(Yes) Implementation of new programs.

(Yes) Future training for teachers of Vocational Education will be reorganized and updated.

(Yes) Establish a Vocational teacher training center for southeastern Louisiana.

(Yes) (1) Incorporate more direct experience with the disadvantaged in the teacher education program. (2) Focus on ways to teach values and commitment to vocational education.

(Yes) Revise undergraduate curriculum.

(Yes) To work toward implementing changes and improvements in teacher education in vocational education.

(Yes) Greater credit for competency; an attempt to improve (my work).

(Yes) Curriculum requirement. Try to require all sophomores to work as teacher aides on a part-time basis.

(Yes) More work-study for teacher trainees.

(Yes) The establishing of courses in Vocational Education at our Institution.

(Yes) I promise better scrutinity in the selection of vocational staff members and a renewed effort in encouraging students to consider vocational courses.

(Yes) Precautions in developing curriculum matterial in regard to cultural backgrounds concerning minority groups.

(Yes) Teacher education

Non-Vocational-Technical Personnel Answers:

Yes only	1
No only	1
No Answer	2

(Yes) Research the possibility of instituting more work study programs in our schools.

(Yes) A much better understanding of the complexities of the entire field--and the confusion within the field.

(Yes) Expand vocational educational curriculum in my school; expand facilities.

(Yes) We hope to develop a program based on using of their ideas.

(Yes) In-service staff training regarding vocational philosophies.

Item 26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

Vocational-Technical Personnel Answers:

Yes only	8
No only	4
No Answer	2

(Yes) District plans from other cities.

(Yes) Career information, exchange of technical education models, visitation with programs meeting with success.

(Yes) Exchange of program success experiences.

(Yes) Work experience programs.

(Yes) How they attack their programs and problems.

(Yes) From Missouri a curriculum has been developed.

(Yes) Types of programs at various institution.

(Yes) Oregon Activity

(Yes) By letters, inquiries, visits, etc.

(Yes) Oregon's work.

(Yes) Mainly new developments in areas of manpower research.

(Yes) How their programs are moving and developing.

(Yes) Courses and Program

(Yes) More information about their training programs for training future teachers.

(Yes) A newsletter, including practices for improving vo-tech for urban areas, individualizing instruction, teaching value.

(Yes) Sharing materials developed in respective institutions.

(Yes) Additional information as to what is being done in Voc. Tech. Education and what is being done to improve and gain instructors.

(Yes) Studies which they conducted and research results which are applicable and pertinent to my interest.

(Yes) Copies of materials.

(Yes) Background materials for consideration by our institution in the establishing of our Vocational Education program.

(Yes) Listed in Question 25 answer.

(Yes) Not sure at this time.

(Yes) Models - Washington and Oregon

Non-Vocational-Technical Personnel Answers:

Yes only	1
No only	3

(Yes) Exchanging of ideas and material with high school principal from Oregon. Our schools are similar in nature.

(No) A more meaningful exchange of ideas from the conference with the SLC staff.

(Yes) More information on programs.

(Yes) Help on determining the common element of Vocational-Teacher preparation.

(Yes) Reports--evaluative--re: projects.

Item 27. To what extent were the objectives of this institute attained?

Vocational-Technical Personnel Answers:

No Answer 8

Very well except for group interaction.

Reasonably well.

Slowly became evident that the sharing together of experiences, concerns and attitudes did bring about attainment of the objectives.

I believe that they were met in as much as limited time was available to develop as much as some desired. Conference was an alerter, motivator, expander of creativity, and provided some answers to our dilemma.

Good, on the scale of poor, average, good, excellent.

Ideas excellent; model development incomplete.

Very little for me.

Very limited. It was a good conference but did not study the problem described--yet what was done was valuable.

Oklahoma presented best on Vo-Tech Residential plus techniques of reaching hard core unemployed and underprivileged.

To the extent that it was a good start.

Maximum.

Great, except for disappointment in no real clear-cut model presented by groups. Mostly suggestions.

An awareness of the problem and possible solutions.

Little new information was presented--we just recreated the wheel.

Objectives would appear to have been attained.

Limited to information--models being developed with inadequate input.

OK

New Models were revamped.

Partially.

I feel that the objectives were met to a high degree for the length of time and diversified participants. The majority of the group gives evidence of being aware of problems of vocational-technical education in metropolitan areas and need to stimulate them into action.

Do not really know the answer to this question.

Very well.

More effort to develop technique in improving Vocational Technical Education personnel.

Good planning.

30 percent.

Not well enough. Groups too large, conversation too one-sided, and not enough interchange in small group discussions.

Group discussion.

The final recommendation of models represents the specific objective implementation desired.

I can now do a better job in helping to set up a better teaching and training program.

Non-Vocational-Technical Personnel Answers:

No Answer 3

Very apparent that our universitites must change their methods and procedures in training vocational education teachers.

80 percent.

As objectives were explained in the brochure--they were not realized by my criteria.

Objectives developed--not implemented as yet.

Strictly an individual determination.

Excellent.

Item 28: In your opinion, what were the major strengths of this institute?

Vocational-Technical Personnel Answers:

No Answer 2

Excellent speakers.

Variety.

Good resource personnel.

Excellent contributions by "minority" groups.

Scheduling, calibre of participants and speakers.

Experience and expertise of consultants and speakers.

Good accommodations, some good speakers.

The breadth and depth of persons in attendance.

Inter-relations.

The final reports and conclusions.

Organization.

Outstanding programs by capable people.

The type of people making the presentations.

The participants and speakers.

Allowed exchange of various ideas of others engaged in vocational education.

Consultants from Washington, D.C.

The fine group of resource personnel and speakers.

Excellent presentors but not relevant to pre-stated objectives.

Qualified speakers.

Bringing together vocational education people to discuss their programs.

Resource speakers; members; food-fellowship-lodging.

Speakers--well-known and knowledgable.

Valuable information from consultants; also, inter-changing of ideas with other personnel.

Excellent speakers--well organized, a variety of professions represented.

For once it gave me time to think about some of our problems in teacher education and to know that others share some of the same frustrations.

Selection of resource consultants and speakers. Good planning and organization of the institute.

Selected presentations.

The speakers were well informed.

Opportunity to discuss problems of similar interest and exchange ideas. Good speakers.

Small group program development.

Participation.

Exchange of ideas and methods.

The consultants and presenters.

Speakers and group discussions.

An excellent cross-section of visiting speakers.

Non-Vocational-Technical Personnel Answers:

No Answer 2

The speakers were excellent, especially, James E. Hurt and William Odell.

Speakers and consultants.

Information gained and understanding achieved.

Opportunity to communicate and to share ideas.

The mix of people with varying backgrounds.

New Information.

Opportunity to talk with university-level people.

Item 29. In your opinion, what were the major weaknesses of this institute?

Vocational-Technical Personnel Answers:

No Answer 4

Lack of small group activity and interaction.

Probably tried to cover too much in not very great depth.

I detected none.

Not enough time for group interaction on the basic problem-development of a model/models for vocational teacher education.

Lack of time provided for group discussion and project development.

Not enough time for inter-change, schedule was too tight.

It did not address itself to the topic.

Too much "ought to", "good idea,"--Oklahoma was only working example of the ideal.

Not enough time for group meetings.

Minimum small group time.

Too short.

Not enough time for group discussion on the various models.

Time--for interaction, discussion, etc.

Lack of time to carry on group discussions.

The stage was not set for the development of new ideas.

No actual creative thinking because institute was too structured.

Too much from speakers--not adequate time to consider speaker input into small group sessions. Not adequate input from metropolitan areas.

Time allowed for informal get-together.

Group discussion.

No time to prepare the models.

Not enough time in discussion groups.

None, except for the "tight" schedule.

Little time for interaction--covered too many broad areas.

Too tight and demanding schedule. Not enough time for dialogue.

Too little time for small group work.

Industry involvement.

Discussion groups too large. Group leader did not seem to know what his role was.

Structure.

Too one-sided, too little participation; becomes frustrating.

Too scheduled.

Lack of time, as always.

The tight schedule prevented informal interaction opportunities.

Time.

Non-Vocational-Technical Personnel Answers:

No Answer 1

There were no weaknesses.

Work groups.

Not in a position to judge.

Structure--participants were kept in a passive-learning position--should have used consultants with working groups.

Talked too much.

Too many formal addresses back-to-back; too little non-directed activity.

Too little time for group discussion.

Not enough time for individual interaction.

Item 30: If you were asked to conduct an institute similar to this one what would you do differently from what was done in this institute?

Vocational-Technical Personnel Answers:

No Answer 7

Smaller groups and separate meeting rooms.

Structure it a bit more.

Nothing.

Allow more needed time as indicated in item 29.

Have more panel-type action; less lectures; use more people from the local level (high school and junior high school) to inform the higher-ups what it is really like.

Provide more seminar-work sessions.

Allow more face-to-face time for interrelating.

More group sessions; smaller groups.

Break up into smaller groups and provide more time for group discussions.

Advance preparation of material to be brought; longer schedule.

I don't know.

Outline what was expected and allow time for the participants to work on the task.

Conference methods, not lecturers. Make some ground rules; e.g., don't let anyone take time to tell how they did things back home, etc.

Allow more interaction-discussion time. Frequent progress reports, periodic evaluation.

Time allowed for informatl get-togethers.

More smaller groups.

More time for group meetings.

More flexibility in time slots.

Give more time for group interaction and for making conclusions for committees.

Extend the institute to at least one week and provide for more small group discussions.

Spread the institute over four and one-half days. Provide more time for group discussion and dialogue. Less or shorter night speeches at dinner meetings.

Limit the number of speakers and devote more time to specific topics.

More time for group meetings.

Group discussion after each major presentation.

Previous preparation.

Reduce number of speakers and increase small groups (8-10 people) and frequency of meetings.

I would have included industry to a greater degree.

Reduce the volume of activities or increase the length of the institute.

None.

Non-Vocational-Technical Personnel Answers:

No Answer 2

The planning for this institute was excellent. Also the food, lodging and meeting places were excellent.

Provide (1) more time for work groups, (2) smaller work groups.

Structure--participants were kept in a passive learning position--should have used consultants with working groups.

Allow more interaction-discussion time. Frequent progress reports, periodic evaluation.

Bring in fewer specialists for lectures--bring them to work round-robin in smaller groups.

I would leave more time for group discussion.

See answer to item 29.

Item 31: Additional comments about institute.

Vocational-Technical Personnel Answers:

No comment 19

Generally very well done--excellent accommodations.

Excellent job of organization.

Let some of the Nevada programs be presented, and, for example, IACP, Portland's work experience, Denver's Hotel Job Fair.

The topic assigned to this conference is still unanswered and needs to be studied.

Achieved a re-dedication to vocational education.

Wonderful hospitality and facilities.

Friendly climate.

Great.

Very good over-all.

Excellent--The hosts were most gracious.

Outstanding list of speakers, with one or two exceptions.

The Nevada team proved to be gracious hosts and good organizers and planners. My sincere commendations.

Very informative and an excellent job by the director and co-director.

Excellent hospitality.

Very good.

Superior resource personnel.

Non-Vocational-Technical Personnel Answers:

No Comment 4

The Directors of the Institute, J. Clark Davis and Len Trout should be congratulated.

Excellent administrative support

Generally well-planned (perhaps "overplanned"). Food and accommodations fine. Great setting.

It was good for me.

More specific information regarding context prior to conference.

APPENDIX G

MODELS

Model A

Preparation of Vocational Education Teachers in the College of Arts and Sciences

General Education Requirements

Math and/or Science

Social Sciences

Humanities

PE

These requirements represent about 30 percent of the total credit requirements for a bachelors degree, and except for PE, are about equally weighted.

Professional Education Requirements

These requirements represent about 20 percent of the total credit requirements for a degree and include:

Introduction to Teaching

Growth and Behavior

Evaluation of Achievement

General Methods and Materials of Instruction

Professional Relations in Schools

Special Methods in Teaching Field

Student Teaching

Administration of Major Field Offerings

Preparation of vocational education teachers is offered in the following areas and is the responsibility of a department in the College of Arts and Sciences or another college of the university as indicated:

Major Field	Department of A&S	Other College
Distributive Education	x	
Trade and Industrial Education	x	
Vocational-Technical Education	x	
Vocational Agriculture		x
Home Economics Education		x
Vocational Business and Office Education		x

Course requirements for the teaching major represent about 50 percent of the total credit requirements for a degree.

Questions for Consideration of Model A

What are the administrative and educational advantages of this model?

What are the administrative and educational disadvantages of this model?

Is the distribution of general education, professional education, and major field requirements balanced in order to provide the best possible teacher of vocational education in metropolitan areas? If so, why? If not, what adjustments should be made?

Model B

Preparation of Vocational Education Teachers in the Department of Secondary Education of the School of Education: Utilization of Joint Departments

In order to meet the varying certification requirements in different subject fields, this model offers both a four and five year program in the preparation of teachers. While the general education requirements are the same, credit requirements are increased in the professional education and major field requirements.

General Education Requirements

Math and/or Science
Social Sciences
Humanities
PE

These requirements represent about 31 percent of the total credit requirements for the four year program and about 25 percent of the total credit requirements for the five year program, and except for PE, are about equally weighted.

Professional Education Requirements

Four-year Program Requirements

Educational Psychology
Adolescent Psychology
Methods of Teaching
Student Teaching

These requirements represent about 11 percent of the total credit requirements for the four-year program.

Five-year Program Requirements

Educational Psychology
Child Psychology
Adolescent Psychology

Methods of Teaching

Philosophy and/or History of Education

Teaching of Reading

(Two of the following:)

- Curriculum
- Evaluation of Learning
- Guidance and Counseling
- Social Foundations of Education
- Education of the Exceptional Child
- Educational Teaching Media
- Student Teaching

These requirements represent about 15 percent of the total credit requirements for the five-year program.

Administration of Major Field Offerings

Preparation of vocational education teachers is offered in the following areas as indicated.

Major Field	Responsibility of:
Agricultural Education	Joint Department within Schools of Agriculture and Education
Business Education	Joint Department within Schools of Business and Technology and Education
Home Economics Education	Joint Department within Schools of Home Economics and Education
Industrial Education	Department as part of the School of Education plus other selected departments and schools such as Engineering.

Major Field requirements for the four-year program represent about 58 percent of the total credit requirements, and about 60 percent for the five-year program.

Questions for Consideration of Model B

What are the administrative and educational advantages of this model?

What are the administrative and educational disadvantages of this model?

Is the five-year program desirable for vocational education teachers in metropolitan areas? Does it provide a better balance in the preparation of teachers?

Does the five-year program represent an upgrading of the preparation of vocational education teachers? If so, how? If not, why not?

Model C

Preparation of Vocational Education Teachers
College of the Major Field

In this model, the preparation of vocational education teachers is the responsibility of the college of the major field. The general education, professional education, and major field requirements leading to a bachelor's degree differ somewhat among the various colleges. Therefore, each program is indicated separately.

Agriculture Education

General Education Requirements

Communications

Social Sciences

Natural Sciences

Humanities

Psychology

Mathematics

Practical Arts

Health, Physical Education, or Defense

These requirements represent about 42 percent of the total credit requirements for a degree.

Professional Education Requirements

Introduction, Philosophy, and Planning Programs of Public School Education

Psychology of Learning

Methods and Management

Student Teaching

These requirements represent about 15 percent of the total credit requirements for a degree.

Field of Specialization

Agricultural Economics

Plant Sciences

Animal Sciences

Science courses in Field of Specialization

Agricultural Engineering

Electives in Agriculture

These requirements represent about 43 percent of the total credit requirements for a degree.

Business Education

General Education Requirements

Communications

Mathematics and Natural Sciences

Behavioral and Social Sciences

Humanities

(Plus nine credit hours from the following:)

Art, Computer Science, English, Foreign Languages, Geography, History, Humanities, Mathematics, Music, Philosophy, Political Science, Psychology, Science, Sociology, Speech

These requirements represent about 47 percent of the total credit requirements for a degree.

Professional Education Requirements

The School in American Society

Child and Adolescent Psychology

Educational Psychology

Economic and General Business Education

Teaching Secretarial Business Subjects

Teaching Bookkeeping and Clerical Practice

Student Teaching

These requirements represent about 22 percent of the total credit requirements for a degree.

Field of Specialization

Requirements in the field of Business Education represent about 31 percent of the total credit requirements. These credits are earned in the following course areas:

Business Law, Statistics, Business Finance, Principles of Management, Typewriting, Shorthand, Marketing, Transcription, Dictation, Office Appliances, Administrative Communication, Consumer Economics, Accounting, Business Communications, Salesmanship, and Marketing or Retailing.

In this model a minor teaching field in social studies is built into the programs followed by students who major in business education and distributive education. By taking additional courses, students may qualify to teach in an additional minor field.

Distributive Education

General Education Requirements

These requirements are the same as for Business Education but represent about 43 percent of the total required.

Professional Education Requirements

The School in American Society
Child and Adolescent Psychology
Educational Psychology
Economic and General Business Education
Principles and Philosophy of Distributive Education
Methods of Teaching Distributive Education
Student Teaching in Distributive Education

Field of Specialization

Requirements in the field of Distributive Education represent about 33 percent of the total credit requirements. These credits are earned in the following course areas: Business Law, Statistical Methods, Business Finance, Principles of Management, Marketing, Administrative Communication, Consumer and Market Behavior, Promotional Strategy, Directed Business Practice, Advertising Copy and Layout, Merchandise Display Essentials, Personnel Management and Industrial Relations, Market Research, and the Marketing Environment.

In order to receive a certificate to teach, the student must have had sufficient experience as a paid worker in distributive occupations. A student who has not already had the required work experience may obtain it after he receives the bachelor's degree.

The student who has completed this program will also accomplish a minor teaching field in social studies.

Home Economics Education

General Education Requirements

Communications
Social Sciences
Natural Sciences
Humanities
Psychology
Health, Physical Education, Defense
Mathematics and/or Foreign Language, and/or Practical Arts

These requirements represent about 47 percent of the total credits required for a degree.

Professional Education Requirements

School in American Society

Educational Psychology

History and Philosophy

Method of Teaching Home Economics

Student Teaching

This sequence represents about 18 percent of the total credit requirements.

Field of Specialization

Courses in the major field include courses in the following areas: Health, Food and Nutrition, Housing, Clothing and Textiles, Family Economics and Home Management, and Family Relations and Child Development.

These requirements represent about 35 percent of the total credits required for a degree.

Industrial Education

The school of Industrial Education offers majors in Technical Education, Trade and Industrial Education, and Industrial Arts Education as follows:

1. Technical Education

General Education Requirements

Communications

Social Sciences

Natural Sciences

Humanities

Psychology

Health, Physical Education and Recreation or Defense

Mathematics and/or Practical Arts and/or Foreign Language

These requirements represent about 39 percent of the total degree requirements.

Professional Education Requirements

School in American Society

Psychology of Adolescence

Introduction to Technical Institute

Instructional Aids in Technical Education

Technical Institute Program Planning

Methods of Teaching Industrial Education

Student Teaching

Professional education courses represent about 18 percent of the total program.

Field of Specialization

Requirements in the major field represent about 43 percent of the total degree requirements and are in the areas of specialized technical courses, related technical courses, and engineering science.

2. Trade and Industrial Education

General Education Requirements

Same as for Technical Education, amounting to about 48 percent of the total program.

Professional Education Requirements

School in American Society

Educational Psychology

Industrial Education

Student Teaching

These requirements represent about 23 percent of the total degree requirements.

Field of Specialization

Course requirements in the major field represent about 29 percent of the total degree requirements and include: Organization and Management of School Shop, Analysis Techniques in Industrial Education, and shop and technical related courses in specialized fields.

3. Industrial Arts Education

General Education Requirements

Same as for Technical Education, accounting for about 45 percent of the total program.

Professional Education Requirements

School in American Society

Educational Psychology

Methodology

Organization and Administration of I.A. Courses

History and Philosophy of Industrial Education

Student Teaching

These requirements represent about 21 percent of the total degree requirements.

Field of Specialization

Course requirements in this field represent about 34 percent of the total degree requirements and include courses in the following areas: electricity, woodworking, metalworking, care of shop equipment, drawing, design, finishing and general shop.

Questions for Consideration of Model C

What are the administrative and educational advantages of this model?

What are the administrative and educational disadvantages of this model?

Regarding the educational advantages, what is the desirability of the minor teaching field for teachers in metropolitan areas?

Are the differing professional requirements of the different programs of this model desirable? If so, in what way? If not, why?

APPENDIX H-1

- -

Date of Birth: ____

City: ____________________________ State: __________________

Position: ____

- -

POST-INSTITUTE EVALUATION INSTRUMENT

Part I

BECAUSE OF PARTICIPATION IN INSTITUTE VI I HAVE

(Please expand briefly on any "Yes" answers.)	Yes	No
1. Discussed new concepts in vocational education with colleagues	___	___
2. Discussed new concepts in vocational education teacher training with my colleagues	___	___
3. Presented to policy-making persons proposals for changes in vocational education teacher training	___	___
4. Become more aware of the vocational needs of the disadvantaged	___	___
5. Proposed specific programs for the needs of the disadvantaged	___	___
6. Initiated new curricula	___	___
7. Helped others to initiate new curricula	___	___
8. Written or caused to be written proposals for vocational programs	___	___

		Yes	No
9.	Engaged in or encouraged the re-evaluation of present vocational programs	___	___
10.	Made one or more changes in present vocational programs	___	___
11.	Explained new concepts to vocational educators	___	___
12.	Explained new concepts of vocational education to other educators	___	___
13.	Been working more closely with various segments of the community in matters concerning vocational education	___	___
14.	Been using the information and ideas presented at the Institute	___	___
15.	Modified some of my present or planned activities relating to vocational education	___	___
16.	Kept in contact with some of the participants and/or consultants I met during Institute VI	___	___

- -

Part II

1. Describe organizational or operational charges under discussion, planned, underway or implemental for preparation of vocational-technical teachers.

2. Indicate the extent to which you feel your participation in Institute VI contributed to these changes.

3. List and briefly describe new recruiting procedures being planned or implemented in institution. Indicate the extent you feel your participation in Institute VI contributed to these changes.

4. Briefly describe research being planned or underway for preparation of vocational educators. Indicate the extent to which you feel your participation in Institute VI has contributed to this research.

5. List and briefly describe the meetings or programs in which you have planned or participated since Institute VI that dealt with the objectives of Institute VI.

APPENDIX H-2

RESPONSES

Part I

Question No. 1

1. Because of participation in Institute VI, I have discussed new concepts in vocational education with colleagues

ID No., Answer, and Comment:

9 Yes--Evaluation with our teachers of teaching training of different ideas from Institute.

12 Yes--In staff meeting. Will change student teaching block for spring semester.

13 Yes--Actually, I could visit more effectively with vocational education people and assist better in planning.

20 Yes--With staff and Advisory Committee.

25 Yes--Cluster approach.

28 Yes--In all fairness I cannot expressly claim all new concepts came at Institute VI.

31 Yes--I hope to develop a program for special education in personal appearance and grooming. V.E.--specifically H.S.

34 Yes--In staff conferences.

38 Yes--Informal.

50 Yes--Spoke to industrial arts teachers and high school principals. Spoke to high school and post-high school counselors.

52 Yes--As they might apply to our present assignment.

54 Yes--Portland and the State of Oregon are moving out in new directions.

58 Yes--Presently implementing "career clusters" for 1971-72.

Part I

Question No. 2

2. Because of participation in Institute VI, I have discussed new concepts in vocational education teacher training with my colleagues

ID No., Answer, and Comment:

9 Yes--Even though my colleagues feel that our program is exemplary--there are always new ideas to evaluate.

12 Yes--In staff meetings.

13 Yes--Actually, I could visit more effectively with vocational education people and assist better in planning.

30 Yes--Teacher training for disadvantaged; recruiting potential teachers from target population.

31 Yes--Related concern of the College Graduate in our area/no job.

34 Yes--And also with state department and university personnel.

47 Yes--Had the opportunity to discuss my role with other teacher trainers who attended the Institute.

50 Yes--Shared information material on simulation and micro teaching techniques. Discussed the possibility of including these techniques in our teacher education classes.

52 Yes--As they might apply to our present assignment.

54 Yes--We have spent time; staff's planning new programs.

55 Yes--Both in our college and other vocational groups.

60 Yes--Considering courses in vocational education.

Part I

Question No. 3

3. Because of participation in Institute VI, I have presented to policy-making persons proposals for changes in vocational education teacher training

ID No., Answer, and Comment:

30 No--Not directly.

31 Yes--Our principal at Loveland is influential in a new program in homemaking concerning personal appearance, grooming, and self-concept.

34 Yes--Mostly to university personnel.

47 Yes--I am the teacher trainer and have incorporated some changes as a result of the Institute.

48 Yes--Plans are being developed for organizing teacher education within our College of Education.

55 Yes--Part of recent project.

Part I

Question No. 4

4. Because of participation in Institute VI, I have become more aware of the vocational needs of the disadvantaged

ID No., Answer, and Comment:

9	Yes--Presentations at Institute were enlightening--especially on Indians.
12	Yes--A portion of student teaching experiences will be devoted to teaching the disadvantaged.
13	No--I was very much aware of this.
16	Yes--(Some)
28	No--Not a new idea.
29	Yes--Was assigned Director of Skill Center, Las Vegas.
30	Yes--Teacher trainers need to become better informed as to the urgency of urban problems.
31	Yes--I hope to pursue a doctorate developing a program on self concept for special education.
34	Yes--A continual function of our institution.
42	Yes--Greater sensitivity to Mexican-Americans as well as American Indians.
47	Yes--The speakers on this topic (Indian, Hawaiian, Negro) were excellent in getting their points across.
52	Yes--Not really as I have a M.S. in Rehab. Counseling.
54	Yes--Perhaps a need for more staff in this area.

Part I

Question No. 5

5. Because of participation in Institute VI, I have proposed specific programs for the needs of the disadvantaged

ID No., Answer, and Comment:

9	Yes--Helped organize mothers of underprivileged children.
10	Yes--Cooperative work experience for 14 and 15 year olds in four inner-city junior high schools.
20	Yes--Special Education for disadvantaged.
25	Yes--Cooperative education; health education.
29	Yes--Initiated cluster program at the Center.
31	Yes--Will teach the above program in January at Loveland and have done so at Fort Collins summer program.
34	Yes--New preparatory programs and a skill center.
38	Yes--One program sup. job education coop. preg.
42	Yes--Have attempted to have State Director for Special Needs appoint an individual to the teacher education staff with primary responsibility for disadvantaged.
45	Yes--Proposals being prepared.
47	No--No opportunity to.
60	Yes--Worked with local School District on Exemplary Program.

Part I

Question No. 6

6. Because of participation in Institute VI, I have initiated new curricula

ID No., Answer, and Comment:

9	Yes--Social welfare trainee and plastics technology.
10	Yes--Cooperative work experience for 14 and 15 year olds in four inner-city junior high schools.
12	Yes--All courses have become electives in scientific agriculture but must be approved by head of department.
13	Yes--We have been redesigning all our vocational work.
20	Yes--Proposal on reorganization of vocational school.
25	Yes--Cooperative education, health program.
29	Yes--Cluster program.
33	No--Not yet - in process.
53	No--(Not yet)

Part I

Question No. 7

7. Because of participation in Institute VI, I have helped others to initiate new curricula

ID NO., Answer, and Comment:

9	Yes--Retraining programs for displaced aerospace workers.
27	No--Helped us to revise curricula.
29	Yes--Yerington study.
50	Yes--Assisted community colleges in developing cooperative programs.
52	Yes--Assisted in establishing a vocational training program in Riverside County, California
53	No--(Trying)
60	Yes--School district will provide new after school curriculum.

Part I

Question No. 8

8. Because of participation in Institute VI, I have written or caused to be written proposals for vocational programs.

ID No., Answer, and Comment:

9 Yes--Retraining programs for displaced aerospace workers.

12 No--College of Education has new program for Ph.D. and Ed.D. in Vocational Education effective September 1, 1971.

13 No--I doubt that I can take credit for this.

20 Yes--Special education for disadvantaged. Proposal on reorganization of vocational school.

25 Yes--VED

28 Yes--Not sure entirely dependent on Institute VI.

29 Yes--Program proposals at the Skill Center.

31 No--Hope to on above.

34 Yes--Some of the New Mexico State Department of Vocational Education.

47 Yes--Worked on a department proposal for a summer institute here dealing with special education problems in industrial education.

48 Yes--Some members of our departmental staff have been involved in writing an EDPA proposal and a proposal for a Ph.D. in Education (in vocational education) program at our University.

50 Yes--Proposal for a teacher education three-week summer workshop.

52 No--Assisted in establishing a vocational training program in Riverside County, California.

54 Yes--A new program was written as a proposal for summer.

58 Yes--Electricity, commercial foods, and medical clerical.

60 Yes--Vocational education Exemplary Program.

Part I

Question No. 9

9. Because of participation in Institute VI, I have engaged in or encouraged the re-evaluation of present vocational programs

ID No., Answer, and Comment:

9	Yes--Assisted in re-evaluation of apprenticeship programs.
10	In the process.
12	Yes--All courses in process of being re-evaluated.
16	Yes--Review.
20	Yes--Vocational school.
30	Yes--Input from people at the local level raised some teacher training needs.
34	Yes--A continual process at our institution.
38	Yes--Developed a task force.
48	Yes--Our faculty is involved in a self-evaluation of our existing programs.
50	Yes--Testing of the instrument should begin in January and the actual evaluation should follow immediately thereafter.
52	Yes--Present program review and updating.
55	Yes--This part of recent RCU project on vocational education.
60	Yes--New concepts in School District for Vocational Education Program.

Part I

Question No. 10

10. Because of participation in Institute VI, I have made one or more changes in present vocational programs

ID No., Answer, and Comment:

9	Yes--Relegated some programs from degree and certificate status because of lack of job opportunities.
12	Yes--Video teaching, and additional time allotted in working with disadvantaged.
20	Yes--New programs in vocational school-reorganizational proposal.
31	Yes--Our incorporation for special education at Loveland.
47	Yes--In my own discipline (Industrial education).
48	Yes--We have implemented programs for certification in the areas of vocational counseling and vocational supervision.
50	Yes--Has proposed several changes in present vocational programs.
52	Yes--Change curriculum from last year's.

Part I

Question No. 11

11. Because of participation in Institute VI, I have explained new concepts to vocational educators

ID No., Answer, and Comment:

9	Yes--Continuing job requirement with teacher.
20	Yes--In-service education.
29	Yes--Compiled a brochure defining cluster programs.
30	Yes--Not new to me.
31	Yes--Self concept.
34	Yes--In discussion only.
50	Yes--Spoke on individualizing instruction, trade competency examinations, and flexible scheduling.
60	Yes--Dean of College and local School District personnel.

Part I

Question No. 12

12. Because of participation in Institute VI, I have explained new concepts of vocational education to other educators

ID No., Answer, and Comment:

9	Yes--Cited ideas from Institute.
12	Yes--Staff
29	Yes--Compiled a brochure defining cluster programs.
31	Yes--Self concept.
47	Yes--So P.R. for our department relative to others at this University.
48	Yes--In Graduate courses.

Part I

Question No. 13

13. Because of participation in Institute VI, I have been working more closely with various segments of the community in matters concerning vocational education

ID No., Answer, and Comment:

9	Yes--Continuing part of my job.
20	Yes--Advisory groups.
29	Yes--Work very close with all agencies involved in MDTA.
31	No--Questionable.
34	Yes--Through local advisory committees.
50	Yes--Assist union's training coordinator in improving apprenticeship program.
55	Yes--Part of program on evaluation of vocational education.
60	Yes--Working with local School District.

Part I

Question No. 14

14. Because of participation in Institute VI, I have been using the information and ideas presented at the Institute.

ID No., Answer, and Comment:

9 Yes--Not only from formal presentations, but from conversations with participants.

12 Yes--Ideas integrated whenever possible.

13 Only in informal ways.

20 Yes--Advisory groups.

30 Yes--Used information to change teacher and administrator attitudes.

31 Yes--Don't be afraid to push ideas to top people.

50 No--Was on sabbatical leave.

52 Yes--They have greatly influenced my thinking in vocational education.

54 Yes--Excellent conference. It gave me, as principal of an inner-city school, an opportunity to update my information at Federal, State, and University levels.

60 Yes--With School District.

Part I

Question No. 15

15. Because of participation in Institute VI, I have modified some of my present or planned activities relating to vocational education.

ID No., Answer, and Comment:

9	Yes--Taking a long look at certain aspects of teacher education requirements.
12	Yes--Vocational education for all students instead of a selected few.
47	Yes--Changed my own ways to attempt to get this point across to other State Vocational Instructors.
50	No--Was on sabbatical leave.
60	Yes--Am now encouraging proposals in Vocational Education area, College of Education.

Part I

Question No. 16

16. Because of participation in Institute VI, I have kept in contact with some of the participants and/or consultants I met during Institute VI.

ID No., Answer, and Comment:

12 Yes--Two participants are on the campus at Texas A & M.

20 Yes--In-Vocational Institute held here.

30 Yes--Met participants at other institutes and AVA convention.

34 Yes--Two persons.

42 Yes--Returned to Reno in August 1970 to participate in conference on "Local Evaluation."

50 Yes--Kept in contact with Dr. Jack Davis.

55 Yes--Only some--one in Iowa, one in Missouri, to get their programs for vocational education.

60 Yes--Consult occasionally with University of Nevada, Reno.

Part I

Miscellaneous Comments Given (Not in answer to any particular question)

ID No. and Comment:

6 I have done many of these items listed, but I cannot say that they were a result of the Institute. I was able to attend only one day because of other duties.

32 Several answers are no because time has not permitted such activities as yet.

36 I was unable to attend the Institute sessions; I only participated in the final luncheon and therefore feel unqualified to respond to the statements below.

37 I believe my answers to be accurate but can't be sure how much stemmed directly from Institute participation. At any rate, it has been helpful.

42 Most items under Part I have been engaged in; however, I can't say that most were a direct result of Institute.

43 Program broadened my horizons.

Part I

Question	Yes	No	No Answer
1	54	5	1
2	49	9	2
3	25	34	1
4	48	11	1
5	34	24	2
6	28	30	2
7	30	29	1
8	36	22	2
9	52	6	2
10	39	17	4
11	39	19	2
12	40	19	1
13	42	17	1
14	51	6	3
15	41	16	3
16	35	24	1

Part II

Question No. 1

1. Describe organizational or operational changes under discussion, planned, underway, or implemental for preparation of vocational-technical teachers.

ID No. and Answer:

1 More emphasis on selecting and recruiting Indian students for vocational teachers.

2 None.

3 No answer given.

4 University of Nevada new interdisciplinary approach to vocational-technical courses for teachers.

5 Approval of AA degree courses to baccalaureate level.

6 Applied for and received a Technical Assistance grant through the Department of Education to study Teacher-Education Department at the University of Nevada and make recommendations for improvement. Applied for an additional EPDA grant to implement some programs. Have been assigned the EPDA responsibilities.

7 As a member of the faculty in the School of Education, I am directly involved in curriculum or organization changes in vocational education. This is the domain of our department on technology. The major value of the Institute to me is the increased awareness with problems and innovations in the field of vocational education which helped in counseling my students more effectively.

8 In-service; examining existing programs for redirection.

9 Considering more in-service programs especially in multi-media instruction.

10 Student-teaching be done at the sophomore level in college--don't wait until senior year.

11 Do not know the curriculum phase, but have been involved in the financing end of it.

12 Student teaching block nonstructured with emphasis on student interest. More experiences planned for student teachers.

Part II

Question No. 1 Continued

ID No. and Answer:

13 We are restudying our entire vocational offerings. All courses are being restructured, some are being deleted, and a few new areas are being added.

14 We submitted an EPDA Project developed to provide an exchange between industrial personnel and vocational teaching staff. This project is pending approval.

Individual in-service training through advisory committee involvement and released time to visit industry has been started for occupational teachers.

On-the-job summer work experience for vocational teachers is being planned on an organized basis and a pilot project should be underway this coming summer.

15 Attendance at the various institutes, including VI, has resulted in this district preparing a five year plan which will more than double past offerings.

16 Institute did not meet our needs--individual or organizational. I was personally disappointed in the Institute--no opportunity for adequate discussion. Formulation of new ideas was pre-structured to meet the needs and expectations at the junior and senior college level.

Perhaps I made a poor choice of Institutes. I did enjoy the session and it helped to broaden my overall outlook of vocational education, but not at the high school level.

17 Projects for new and innovative and vocational teacher education are being conducted. Funding by Part F of EPDA is assisting in providing emphasis in this area.

18 1. Have implemented industry offered programs at my school for in-service education of teachers.

2. Have gotten the University to design special graduate courses for my vocational-education teachers.

19 We have designed a new staff development class for our Industrial Arts teachers in which they will be taught how to develop and write self-paced continuous progress packages.

20 None--at public school level.

Part II

Question No. 1 Continued

ID No. and Answer:

21 Planning to reorganize our teacher education program. Moving to new location. Will have program in two institutions. Plan for Department of Teacher Education for all vocational education teacher training.

22 Bring teacher ed. areas together.

23 No answer given.

24 A completely new State Plan for Education Professions Development embodying concerns of the institute will be implemented in fiscal year 1972.

25 None.

26 Deans and department chairmen are working on this and other areas of concern. Greater unification and direction is expected.

27 Modification of student teaching to include organized participation with welfare groups and community agencies in lieu of classroom teaching. Encouraging experimentation in inter-cultural livings as a means of developing empathy and in lieu of home management requirement, half way teaching centers, open around the clock for learners with special problems, in-service experiences in related work world for all teacher educators, teachers, and supervisors.

28 Relatively more or increased attention to coordination all areas of vocational education on campus.

29 Reorganization of teacher training at the University. I left the State Department of Education August 1, 1970, and am unaware of further progress.

30 Teacher preparation--pre-service and in-service to include work in the inner-city.

31 I will have to develop, teach, and evaluate my program involving personal appearance and grooming to raise the self concept of special education students. It was taught by me last summer at Fort Collins High School; however no pre-post tests were given to measure the change in self-concept.

Part II

Question No. 1 Continued

ID No. and Answer:

32 Under discussion--an intensive pre-graduation video-tape course for noncollege bound high school seniors on occupational attitudes, appearance, job interviewing, etc. These video-tape sessions would be run, organized, and critiqued by upper division vocational teacher candidates--giving both high school students and potential teachers relevant education.

33 Title tentative at this point.

34 See Attachment (Not Available)

35 A cooperative arrangement between a state college and a public school district to provide a teacher training program, using a new learning activity package approach for disadvantaged, has been organized but not funded as yet.

36 No answer given.

37 A coordinated program for all vocational-technical teacher education is under active consideration.

38 Does not apply.

39 Please note: Our district is in the process of organizing a vocational center; therefore, we are involved with developing concepts concerning curriculum and personnel.

40 None.

41 See attached Certification and Technical Education materials. (Not Available)

42 We have a comprehensive and coordinated program in vocational teacher education in which we have developed "across-the-board" courses for undergraduate and graduate majors in practical art, vocational, and technical education. Also, in addition to specialized degree programs for agriculture education, business education, dist. education, home economics education, and industrial education, we have vocational education degree programs which prepare persons for broad roles in vocational education. We began our planning of these programs three years ago; therefore, the Institute had only a small impact.

43 Planning an expanded vocational education program.

Part II

Question No. 1 Continued

ID No. and Answer:

44 No answer given.

45 No answer given.

46 Developing a program of vocational teacher training in cooperation with State Board for Vocational Education and hopefully in cooperation with state university which has approval for vocational teacher training.

47 We are attempting to set up a two year AA degree program in industrial education for this purpose. This will eventually work into a four year degree program.

48 Here at our University we are experiencing quite a transition as a new College of Education emerges as one of the most dynamic colleges on the campus. Vocational-technical teacher education is recognized as one of the important areas of teacher education in the College. We in the College of Education now have an associate dean for research and coordinator of vocational education. We have submitted an EPDA 552 proposal for a fellowship program for those interested in advanced degrees in vocational teacher education. Also, we are moving forward with a proposal for a Ph.D. in Education with an option in vocational education. This seems certain to be approved within the next few months.

49 I have conferred with the Director of Technical-Vocational Education, who in turn, has been in touch with teacher training institutions for the purpose of improving teacher training.

50 Immediately following Institute VI, I took sabbatical leave from June, 1970 to November 8, 1970, and therefore did not get the chance to implement some of the things I have learned.

51 Direct a master's thesis dealing with content for an introductory course for technical teachers.

52 None.

53 1. We have studied the workshop (1 week) arrangement for upgrading disadvantaged teachers--finding it really isn't worth the expense and effort.

2. We (Vo. Ed.) are working with special education and counseling in setting up special courses for teachers of the disadvantaged. Hopefully we can get students to elect these courses as electives in their degree programs.

Part II

Question No. 1 Continued

ID No. and Answer:

54 In-service courses need to be planned in the area of cluster curriculum.

55 It was of value to help prepare materials for recent study in the development of a vocational department for the university. I was most happy to have been invited to attend because I felt it was valuable to me.

56 We have implemented a final exam-seminar for student teachers at the conclusion of their student teaching. All cooperating teachers were invited and 48 participated in the seminar. The major objective of the exam-seminar was to interpret educational innovations and to evaluate teacher education on vocational home economics. We are also rewriting our student teaching handbook to focus on evaluation of teaching.

57 1. Modification of undergraduate program to expand opportunities in vocational education teacher education.

2. Discussion of funding request to expand programs available to students.

58 Does not apply to our school.

59 Three year study for multi-college support program--with internal core.

60 Still in program development stage--preparing to prepare proposal.

Part II

Question No. 2

2. Indicate the extent to which you feel your participation in Institute VI contributed to these changes.

ID No. and Answer:

1 100 percent.

2 Not applicable.

3 Some.

4 To some degree it did reinforce my participation.

5 None.

6 None.

7 As a member of the faculty in the school of education, I am directly involved in curriculum or organizational changes in vocational education. This is the domain of our department on Technology. The major value of the institute to me is the increased awareness with problems and innovations in the field of vocational education which helped in counseling my students more effectively.

8 Significantly.

9 Partly inspirational motivation and partly exposure to new ideas helped create an atmosphere of critical evaluation and desire to improve.

10 Tried to convince some teachers of high education that Item No. 1 was a valid request.

11 Gave me a much broader outlook on this phase of education.

12 Gave me confidence to move ahead. Exchange of ideas was invaluable.

13 Only indirectly. We have an excellent vocational education department. The leadership comes from the Department Head. The encouragement comes from me.

14 It reinforced many of the concepts we had in change proposals. I am not sure how much can be attributed to the Institute.

15 One entire program can be attributed to data obtained in this institute. This is in the teacher improvement, in-service area.

Part II

Question No. 2 Continued

ID No. and Answer:

16 Institute did not meet our needs--individual or organizational. I was personally disappointed in the Institute--no opportunity for adequate discussion. Formulation of new ideas was pre-structured to meet the needs and expectations at the junior and senior college level.

Perhaps I made a poor choice of institutes. I did enjoy the sessions and it helped to broaden my overall outlook of vocational education, but not at the high school level.

17 By using the "multiplier effect" of information presented at Institute VI.

18 Small.

19 As Supervisor of Staff Development, I became more aware of the problems faced by vocational education teachers and could work to design an in-service program that was better able to meet the particular needs of vocational education teachers.

20 More aware of the type training we need in vocational teachers at public school level.

21 A great extent.

22 Needed more intensive involvement of participants.

23 No answer given.

24 No idea.

25 None.

26 My participation has given evidence to our faculty that this administration places a high priority on vocational education and vocational teacher education.

27 Somewhat--gave courage to try some far-out approaches.

28 Many ideas previously held were probably reinforced. It's difficult to say "this particular experience directly led to this action."

29 Was exposed to other viewpoints which gave me a broader outlook.

Part II

Question No. 2 Continued

ID No. and Answer:

30 My work with community action groups was reported. Hopefully awareness of the unique problems regarding youth with special needs was developed.

31 It gave me confidence to the extent that the individual who can go out in the field and relate to all humans is as important as the president of a college. Perhaps an individual who can wear several shoes (work with the disadvantaged, run a home, and relate to the officials) has a definite position in our educational system.

32 Not a change yet--but a possibility. Need seen from participation in Institute VI.

33 Expanded understanding of the field and its importance in general.

34 See attachment. (Not Available)

35 The institute contributed to my awareness of needs. As a consultant I am able to do a better job of aiding those responsible for administering programs.

36 No answer given.

37 The changes were in embryo stage. The Institute gave encouragement to pursue them.

38 Not applicable.

39 No answer given.

40 Limited.

41 No answer given.

42 Changes began July 1968 so Institute could only reinforce. No new ideas for organization emerged from Institute.

43 Was a good experience. Raised my sights.

44 No answer given.

45 No answer given.

46 Very significantly.

Part II

Question No. 2 Continued

ID No. and Answer:

47 I was changed most by where the emphasis should be. That is, less emphasis upon std. middle class and more on inter-core, underprivileged, and handicapped.

48 I don't believe the Institute VI really can be credited with what has happened at our University; however, I do feel the three participants from our University (including the Dean of the College of Education) profited from attending the Institute. I feel I gained personally and professionally in attending the Institute.

49 The institute provided the momentum that has been responsible for my personal quest for change and the impact that it might have had on our policy-making personnel.

50 No answer given.

51 Somewhat--The institute helped me to become more aware of certain needs.

52 None. Not applicable.

53 Some of the presentations caused me to question the idea of vocational education trying to do the complete job when most of us do not have the special education and counselor education background.

54 Real value in talking to other high school participants and in finding out what is going on at the national, state, and local level.

55 No answer given.

56 My participation in Institute VI caused me to present the problem of improving the student teaching program to the home economics education faculty members. After several meetings, we came to the conclusion that cooperating teachers must be involved in the final exam-seminar of student teachers.

57 100 percent. No doubt; my thinking was markedly influenced by attendance at the conference.

58 Non-applicable.

59 Helped modify thinking for program planning underway.

60 Initiated some activity to consider College of Education role in vocational education.

Part II

Question No. 3

3. List and briefly describe new recruiting procedures being planned or implemented in institution. Indicate the extent you feel your participation in Institute VI contributed to these changes.

ID No. and Answer:

1 No answer given.

2 None.

3 Modification of teaching certification requirements to allow credit for work experience in business and industry--guide suggested--manual used for evaluating Armed Forces equivalent training in terms of college credit.

4 No answer given.

5 None.

6 None.

7 As a member of the faculty in the school of education, I am directly involved in curriculum or organizational changes in vocational education. This is the domain of our department on technology. The major value of the institute to me is the increased awareness with problems and innovations in the field of vocational education which helped in counseling my students more effectively.

8 ?

9 New recruiting procedures have been occasioned by separation of our colleges from K through 12 district. We were forced to set up our own personnel department. The institute provided some helpful guidelines.

10 Need more teachers with inter-city background.

11 We are more than doubling our activities in vocational education.

12 Fellowships now available to teachers with experience who are interested in working with the disadvantaged.

13 We are trying to get minority group persons involved. We have an over-abundance of blacks but too few Indians and Mexicans in proportion to the population of our state.

Part II

Question No. 3 Continued

ID No. and Answer:

14 None.

15 Little change from previous practice here.

16 Institute did not meet our needs--individual or organizational. I was personally disappointed in the Institute--no opportunity for adequate discussion--formulation of new ideas was pre-structured to meet the needs and expectations at the junior and senior college level.

Perhaps I made a poor choice of institutes. I did enjoy the sessions and it helped to broaden my overall outlook of vocational education but not at the high school level.

17 Attendance at Institute VI by vocational teacher educators and/or Deans of Education from our State has resulted in a better communications between the State Department and the teacher training institutions.

18 None.

19 No answer given.

20 Made more aware of the need for change in vocational education.

21 Recruiting will be done mostly by teacher-educator. However, other means will be used. We will encourage our present teacher to try to interest their students in becoming vocational education teacher-coordinators. We will advertise in newspapers, by radio, TV, etc. We will ask counselors to help us find prospective teachers. Some ideas were caused from the institute.

22 None.

23 No answer given.

24 State Department--not applicable.

25 None.

26 We have an EOP Program which actively recruits minority students. We also provide ethnic studies programs in five areas. The number of minority students enrolled at F.S.C. was significantly increased.

Part II

Question No. 3 Continued

ID NO. and Answer:

27 No new recruiting ideas, but we are attempting a bolder entree by identifying persons with potential and simply saying, "You have what it takes--humor, understanding, etc., to be a good teacher." This catches on.

28 No answer given.

29 Reorganization of teacher training at University. I left the State Department of Education August 1, 1970, and am unaware of further progress.

30 No answer given.

31 Perhaps I was the most unusual participant of the institute--not being an official or head of a department--very much caught in between. It was the most fruitful experience I have ever had. Top officials require more psychology to sell an idea than do the disadvantaged and special ed. They are more set in attitudes and unwilling to change for fear of hurting self--so is so important to have in high positions those who can relate to both.

32 No answer given.

33 None.

34 Much of the recruitment will come from industry.

35 I am not in contact with this phase of programs.

36 No answer given.

37 Institute participation helped greatly in evolving our plans in this connection. Whether planned procedures are effective will depend upon administrative decisions yet to be made.

38 Not applicable.

39 No answer given.

40 Not applicable.

41 No answer given.

Part II

Question No. 3 Continued

ID No. and Answer:

42 None other than fact that I may be more sensitive to making certain that minority groups are included (on purpose) in recruitment.

43 None special. Have used many of similar techniques before.

44 My discussion with personnel people of our institution have reinforced the concept of employing people with a high degree of vocational preparation in this teaching field.

45 No answer given.

46 None.

47 None.

48 At this moment I cannot relate directly anything pertaining to recruiting with the institute. We did contact many persons in the profession. Too, the concept of a broad-based team of persons with diversified backgrounds will influence decisions relating to potential employees.

49 We have constantly been in search of personnel with new concepts of technical-vocational education, or at least open minded to change. The institute sparked this thrust.

50 The University of Hawaii has recently approved a program whereby the journeyman in the field may upon earning 15 college credits receive the associate degree from the community colleges. This new program will assist us in identifying potential industrial education teachers for our community colleges and high schools.

51 No answer given.

52 None.

53 Counselor education and special education departments are actively seeking more persons with vocational education backgrounds.

54 No answer given.

55 No answer given.

56 Revision of description of home economics education major to a freshman orientation course. Implementation of a systems approach to an instructional strategy for home economics majors in an undergraduate course of research.

Part II

Question No. 3 Continued

ID No. and Answer:

57 We're attempting to hire a senior-level staff member to add impetus to our limited program, particularly to coordinate efforts within the University and State.

58 Nonapplicable.

59 No direct contribution.

60 Not applicable at this time.

Part II

Question No. 4

4. Briefly describe research being planned or underway for preparation of vocational educators. Indicate the extent to which you feel your participation in Institute VI has contributed to this research.

ID No. and Answer:

1 No answer given.

2 None.

3 Vocational teacher training program proposed for University of Nevada (Reno).

4 No answer given.

5 Plan to develop an in-service program for industrial education teachers to include educational media such as comparing workshops with tapes and video-audio systems.

6 None.

7 As a member of the faculty in the school of education, I am directly involved in curriculum or organizational changes in vocational education. This is the domain of our department on technology. The major value of the institute to me is the increased awareness with problems and innovations in the field of vocational education which helped in counseling my students more effectively.

8 ?

9 So far no formalized research has been planned.

10 None.

11 Do not know details.

12 Our department is currently involved in two new programs--Vocational Counselor and Vocational Administrator and Supervisor Certification programs. Research is being conducted on a limited scale in these two areas.

13 In planning.

14 We are not making any changes because we are bound by state guidelines and requirements for qualifying vocational educators.

Part II

Question No. 4 Continued

ID No. and Answer:

15 Attendance at the various institutes, including VI, has resulted in this district preparing a five year plan which will more than double past offerings.

One entire program can be attributed to data obtained in this institute. This is in the teacher improvement, in-service area.

16 Institute did not meet our needs--individual or organizational. I was personally disappointed in the Institute--no opportunity for adequate discussion. Formulation of new ideas was pre-structured to meet the needs and expectations at the junior and senior college level.

Perhaps I made a poor choice of institutes. I did enjoy the sessions and it helped to broaden my overall outlook of vocational education but not at the high school level.

17 A reseach project is being considered for a comprehensive evaluation of vocational teacher education and the development of a model to be based on performance criteria utilizing identified common and unique elements of pedagogy of the various vocational service areas.

18 None.

19 The vocational educators are certified when they join our school system. My job is to update their educations with on-the-job or after-school in-service classes. My work in Institute VI gave me some additional ideas on what kinds of in-service work these vocational educators might need.

20 None--although we are changing some of our in-service meetings.

21 Follow-up studies, curriculum development, research on drop-outs, disadvantaged and handicapped. Areas of high unemployment for youth--some extent.

22 New effort to define core courses; some institute input.

23 No answer given.

24 Our office participated in funding innovative programs for teacher educators and state staff training in the amount of $58,000.

25 None.

Part II

Question No. 4 Continued

ID No. and Answer:

26 We are actively involved with Model Cities in industrial development and training for workers as needed for new industries.

27 Research often leaves me cold. I should like to include more young learners or family members in a quicker, more experimental way to reach solutions to very real problems.

28 No answer given.

29 Reorganization of teacher training at the University. I left the State Department of Education August 1, 1970, and am unaware of further progress.

30 No answer given.

31 I want to develop a program (and lessons) using the principles of personal appearance and grooming but involving the group experience and self development for special education. I hope to use this for a dissertation if I get to go on for a doctorate.

32 No answer given.

33 Developed a much closer relationship with State Department individuals concerned with vocational education and have held an extended conference with them as a direct result of this conference.

34 Not applicable.

35 Two LAP programs--one at Long Beach State and the other at Stanislaus State. The institute broadened my view and made my consulting role more effective.

36 No answer given.

37 No "research" as such. Experimentation, yes.

38 Not applicable.

39 No answer given.

40 Limited extent.

41 See attached. (Not Available)

Part II

Question No. 4 Continued

ID No. and Answer:

42 Use of video tape and tele-lecture for off campus certification instruction. Not influenced by Institute.

43 We are trying to find out what constitutes a basic core of vocational education. Institute gave new ideas and new insights.

44 No answer given.

45 No answer given.

46 Building a self-contained (institutional) vocational teacher training program.

47 None at present.

48 Other than Ph.D. dissertations of students under my supervision, I cannot report any research planned or underway.

49 The Director of technical-vocational education is cooperating with Oklahoma State University and the State Department of Education in a state-wide improvement plan in the preparation of vocational teachers. Key personnel involved attended the institute.

50 No answer given.

51 No answer given.

52 None.

53 None, except as indicated in 1. That study can be used in administrative and director courses.

54 No answer given.

55 I have now submitted a proposal for a program for studying the post-secondary student in the personal characteristics needed for successful employment. I am sure some of the ideas at the institute were of value to help in this area.

56 Simulation in meeting problems perceived by students in their student teaching. Actual problems that have been encountered by student teachers have been video-taped and an instructional strategy has been developed to simulate problems for students to determine the most appropriate solution.

Part II

Question No. 4 Continued

ID No. and Answer:

57 Just conversations at this point; no research launched per se because of Institute VI participation.

58 Nonapplicable.

59 Continuation of RSU and related proposals of our EP & RC. Institute reinforced my attitudes for continued administrative support of above.

60 Our proposals will reflect training needs initially. Research will be developed after a program is instituted.

Part II

Question No. 5

5. List and briefly describe the meetings or programs in which you have planned or participated since Institute VI that dealt with the objectives of Institute VI.

ID No. and Answer

1 No answer given.

2 None.

3 One staff meeting--Nevada State Department of Education.

4 No answer given.

5 Attended demonstration meetings at AVA dealing with new techniques of instruction.

6 None.

7 Many programs, most of which deal with general educational matters of which vocational education is only a part.

8 ?

9 Numerous meetings with other administrators and teachers where some ideas from the Institute could be injected for a better consideration.

10 Better utilization of advisory committees.

11 I attended another institute here in Albuquerque.

12 None planned at this time.

13 No answer given.

14 Several meetings have been held with the local state college Industrial Arts chairman to try to shift their teacher training toward meeting the state certification for vocational teachers. Little change has been made at this point in time.

15 Institute X included an extension of this planning and several other state meetings and visitations have been made with these objectives in mind.

16 Institute did not meet our needs--individual or organizational. I was personally disappointed in the Institute--no opportunity for adequate discussion. Formulation of new ideas was pre-structured to meet the needs and expectations at the junior and senior college level. Perhaps I made a

Part II

Question No. 5 Continued

ID No. and Answer

16 Cont. poor choice of institutes. I did enjoy the sessions and it helped to broaden my overall outlook of vocational education but not at the high school level.

17 Participation in various meetings with staffs of vocational teacher training institutions for planning and evaluating of vocational teacher education programs. Participation in meetings to identify needs of vocational teacher training for teachers in post-secondary and adult vocational programs.

18 More of my work is done on a one-to-one basis.

19 Local meetings with the personnel who supervise our vocational education programs.

20 None.

21 Distributive Education June Workshop 1970. Driver Education August conference, and many staff meetings.

22 (a) EPDA 552 and 553.
(b) Special summer workshop for teachers and administrators on less-advantaged.

23 I have frequently expressed my opinion on vocational education to the administrative staff of the Salt Lake City School System. Because of this interest, I was invited to participate in the Reno Workshop.

It is my belief that vocational education is absolutely essential in today's complex society and that many so called programs are sketchy and inadequate. Present funds are too widely disbursed. Concentration of these funds with more than one school district cooperating could provide more depth and breadth than is now offered in the Salt Lake City district.

The many differences of opinion expressed in the workshop as to what constitutes good preparation for teacher training in vocational education was interesting but not particularly surprising to me.

I guess it was necessary to stress the special need of the disadvantaged youth and how these needs might be met in Vocational Education, but I fear that this stress tends to reinforce the already too prevalent idea that vocational education is second rate education and is only for the financially, culturally, socially, or mentally disadvantaged student.

Part II

Question No. 5 Continued

ID No. and Answer:

23 Cont. I believe the community has moved beyond this point and has a much more healthy attitude toward vocational education than do the professional educators.

24 1. Raleigh, North Carolina Institute on EPDA special funding.

2. Research Review Committee meeting, Minnesota RCU.

25 None.

26 Council of Academic Deans; Fresno Industrial Education Association.

27 I believe every meeting thus far has had some relationship, even though indirect--State leadership camp for FHA, State conference for teachers, state teachers meeting, National meeting of AVA, state planning meeting, Junior-College-Senior College Articulation Meeting, and Curriculum Revision Committees.

28 A number of committee meetings on campus and meetings with members of State Department.

29 Reorganization of teacher training at the University. I left the State Department of Education August 1, 1970, and am unaware of further progress.

30 No answer given.

31 ?--probably none.

32 Many discussions on articulation with junior colleges to attract technical graduates into vocational teaching. Need for these teachers pointed up by institute.

33 Developed a much closer relationship with State Department individuals concerned with vocational education and have held an extended conference with them as a direct result of this conference.

34 See attachment. (Not Available)

35 Consulting activities only.

36 No answer given.

37 Served on state committee on certification of vocational-technical education supervisors and counselors. Attend state conference on vocational education.

Part II

Question No. 5 Continued

ID No. and Answer:

38 Established a task force to study the whole business education curriculum in the Phoenix High School system.

39 No answer given.

40 None.

41 This daily - my job description is attached. (Not Available)

42 Fourth Annual Vocational Teacher Education Seminar held in St. Louis, Missouri, November 1 - 4, 1970. I don't wish to be negative, but the Institute program did not address the stated purpose related to the organization of vocational teacher education. First session started out this direction, but there was little follow through. Actually, there was more emphasis in the program on the disadvantaged than on the organization of vocational teacher education.

43
1. Planned a Regional Conference of Educators;
2. Have attended several State meetings; and
3. Have upgraded my own teaching of guidance courses (my own teaching field).

44 No answer given.

45 No answer given.

46 Staff and faculty meetings within the institution coordinated a group of vocational administrators in the metropolitan area to study needs, resources, and impact of vocational teacher training.

47 AVA, New Orleans, Louisiana, December, 1970.

48 I have attended the following meetings relating to Institute VI:

Two week institute on vocational-technical education for disadvantaged rural youth at Mississippi State University;

One week seminar on local evaluation of program in vocational-technical education at Memphis, Tennessee;

One week summer conference for Texas vocational agriculture teachers; American Vocational Association annual meetings in New Orleans;

I taught two off-campus graduate courses this fall semester. One course was concerned with vocational guidance and the other with methods of technological change.

Part II

Question No. 5 Continued

ID No. and Answer:

49 There have been sessions with the industrial arts and vocational staff of the central office and secondary principals to discuss new programs.

50 There is a meeting planned in mid-January to discuss ways and means of improving the in-service teacher education program.

51 No answer given.

52 None.

53 I have met with the special education and counselor education staffs, the State Advisory Council, Vocational Education State Department staffs, the State Director of Disadvantaged Programs, and the State Technical School Director.

54 1. State Principals Conference at Oregon State (college) University on Cluster Curriculum.

2. Portland planning meetings with secondary and elementary people on vocational programs K-12.

55 None.

56 1. Attended Institute IX in Albuquerque, New Mexico. The assessment of present informational systems were used to help improve professional personnel and teachers of vocational education.

2. Presented a paper for the Research and Evaluation Interest Group at the National AVA meeting in New Orleans. The paper dealt with the perceived problems of student teachers compared with the perception of student teacher problems by their cooperating teachers.

57 Meeting (at my initiative) with staff in this institution and State Department of Public Instruction.

58 Encourage our vocational educators to develop "career clusters."

59 Met with Dr. Trout, program developer, for State Department proposal in Vocational-Technical Education.

60 Met with Dean of College and Assistant Dean of Research.